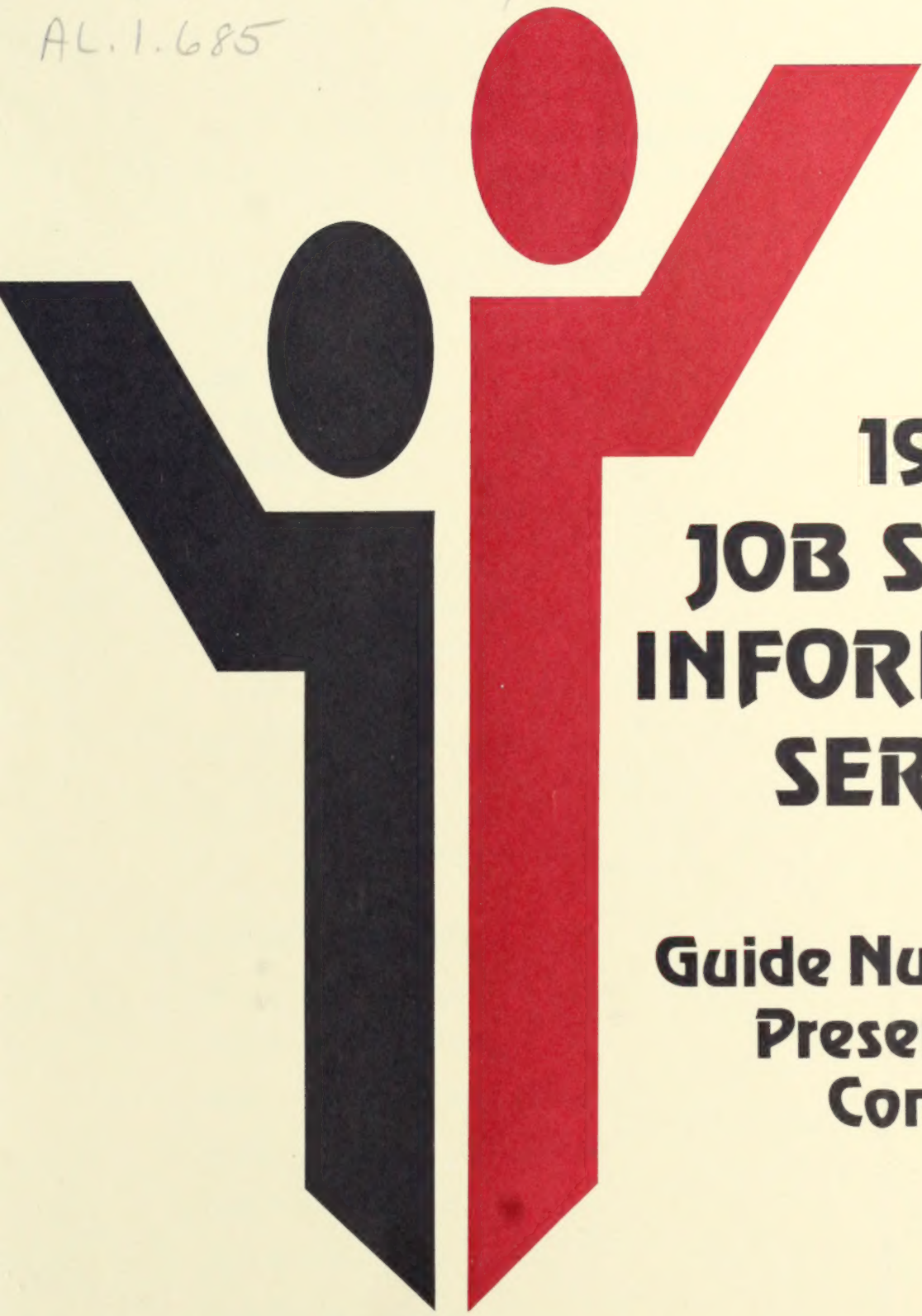


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**1983
JOB SEARCH
INFORMATION
SERVICE**

**Guide Number Two-
Presentation
Content**

467.4016 **Alberta Hire-A-Student**

JOB SEARCH INFORMATION SERVICE

GUIDE NUMBER TWO

PRESENTATION CONTENT

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FORWARD

In 1983, Hire-A-Student Committees in Calgary, Edmonton, Grande Prairie, Lethbridge, Medicine Hat, and Red Deer will offer job search information presentations to schools and community groups in their regions.

Two guides were written specifically for the student staff hired to do presentations. "Guide Number One - Preparation For Presentations" gives an overview of the Alberta Hire-A-Student program and information on how to implement a job search information service.

This "Presentation Content" guide is designed to be an in-class tool. It is organized in a format that will facilitate development of effective grade specific presentations for future years.

These guides are auxiliary to the Job Search Information Service team training session, and student staff are expected to add additional information based on their own research and experience to their presentations.

Both Job Search Information Service guides will be revised annually. Suggestions for improvement for 1984 are welcomed. These should be sent before June 30, 1983 to:

Hire-A-Student Resource Section
Alberta Manpower
Parkside Building, 10924 - 119 Street
Edmonton, Alberta T5H 3P5
(Phone: 427-0115)

Introduction

I. INTRODUCTION

A. How To Use This Guide

Guide Number Two was designed to:

- assist 1983 job search information staff prepare overall and unit (ie. topic) specific presentations.
- be an in-class tool to jog a memory or help presenters make on-the-spot revisions to planned presentations (ie. tailor the presentation to fit specific class need).
- be the first step in the development of presentations specific to each grade.

Chapter II, "Presentation Content", requires some explanation. Each of the eight tabbed units has a "Unit Content", "Grade Level Emphasis" and "Notes" section. Then comes the "Information" section, which is provided in varying formats. For example, units 3 and 5 have separate "Information" pages for grades 9/10 and 11/12. However, most units are structured for use as follows:

	GIVE THIS INFORMATION
	TO ALL CLASSES.
[	GIVE THIS INFORMATION TO
	GRADE AS SPECIFIED
	GIVE THIS INFORMATION
	TO ALL CLASSES.

The left-hand page of the "Information" section has been left blank so staff can add information acquired through research, or note techniques that effectively emphasize certain points.

Handouts come after the "Information". (If they don't prove effective, ask the Hire-A-Student Resource Section in Edmonton to revise them.)

The last section of Units 1 to 6 is a "Recap", which lists important information points. This will help presenters cover the material very quickly when the need arises.

Note that this guide outlines the basic information to be provided. How it is delivered is up to the individual presenter. Your first few presentations will be shaky, but you'll quickly evolve a style that is right for you.

However, plan to help the students organize themselves by giving the units in logical sequence, and clearly introducing each one as a separate step in the job search process. How much detail is provided after the introduction will be dependant on individual class need.

Don't forget - starting at this first reading, the Hire-A-Student Resource Section wants your constructive criticism on the guide. Mark anything that is unclear. Your comprehensive input will help us write more effective 1984 publications.

B. Knowing Your Audience

The quality of each presentation is dependant on your ability to 'read' your audience, and to detail or skim topics to meet their needs. This is easier said than done. To help you get started, following are brief general descriptions for grades 9/10, 10/11 and 11/12, and suggestions on how to effectively speak with them.

1. Grades 9/10

Students in grades 9 and 10 usually range from 13 to 15 years of age. Most of them are enthusiastic and have a desire to succeed.

Presentations to these grades should emphasize being enthusiastic, making a good first impression and having realistic expectations.

Tips for Presenters:

- these students have had limited work experience and many will be unfamiliar with the job search process. You will be introducing them to new words and concepts that they will use throughout their working lives. Cover the material at a moderate pace.

- use questions to determine the extent of their knowledge. For example, ask how many students have a Social Insurance Number. This will help you decide how fully you should cover this topic. If most of the students already have one, quickly explain what it is, and why it is used. Otherwise, discuss the topic in detail.
- frequently check for understanding by asking questions. Remember, there should be no wrong answers to your questions, just better ones. This gives students an opportunity to share information with each other, and lets you expand on their answers to cover the information in an interesting way.
- be sure to reiterate important points to increase comprehension.
- take care that statements are worded to clearly reflect reality. For example, saying, "If you are enthusiastic you will make a good first impression and likely get the job" is misleading. Instead say, "If you've made a good first impression, you may be able to tip the scales in your favour. Depending on the job available, an employer might consider that your enthusiasm will make up for your lack of experience."
- stress the need for perseverance in the job hunt. Grade 9/10 students who feel they can conquer the world may become disappointed or frustrated when they find out it's not quite as easy as expected.
- this group often needs to be 'entertained' in order to remain attentive and interested in the information. Role playing, cue cards, posters and exaggerated humorous examples work well in directing their relatively short attention span. However, when 'entertaining' them, be careful to treat them like the adults they want to be.
- age and lack of experience and skills limit the employment opportunities of this age group. For example, these students may not have a driver's license or the physical size requirements for some jobs. As well, there is legislation with

respect to where and what hours they can legally work (see "Unit 7 - Legislation"). Be very specific when giving examples of work available to them.

- don't let the students underestimate the experience they do have, such as babysitting, lawn mowing, paper routes, or home responsibilities. Show them how to relate this experience to their employment history (eg. "These jobs show responsibility and reliability, and you have acquired skills such as . . . ").
- encourage grade 9/10 students to broaden their experience by participating in volunteer work, work experience programs in school, club activities and by doing 'odd jobs' (ie. weeding gardens, shovelling snow, babysitting, etc.). Explain how these activities can give them job related experience. Be prepared with examples of volunteer agencies and clubs such as 4H, and if possible, their local addresses.
- "Unit 3 - Personal Fact Sheet", is new to job search information presentations this year. It was written especially for grades 9/10 students in lieu of the resume unit because these students are not as likely to need a resume immediately, but still need an accurate record of their skills and experience.
- if there is a Hire-A-Student centre in that community, explain how they can use the service. Better yet - introduce the centre manager to the class and have him/her do this.
- the suggested time allocation order for unit topics for grades 9/10 is:
 - . Where To Look (ie. spend the most time on this unit)
 - . Personal Fact Sheet
 - . Application Form
 - . The Interview
 - . Employer Expectations
 - . Legislation
 - . Before You Begin
 - . The Resume (ie. spend the least time on this unit)

2. Grades 10/11

Students in grades 10 and 11 range in age from 15 to 17 years. They are more interested in looking for a summer job, and are better able to discuss job specifics such as opportunities, money, and chances of success and failure.

A few will have had some paid work experience and/or have gone through a job search process. Some will have seen a job search presentation. Thus the presenter must present the information in more depth and from a different perspective for the more experienced students, but at the same time accommodate the neophytes by ensuring that essential information is not omitted.

The presentation should emphasize student consideration of him/herself as a marketable commodity.

Tips for Presenters:

- students in this age group are very aware of their appearance. Ask them what makes a good impression and why it is important. Remind them that although they do not have to be a '10' to get a job, they must be well-groomed, presentable and demonstrate a positive, enthusiastic attitude.
- these students often think they know more than they actually do about getting a job. To help you assess how much job search information they really do have, ask specific questions such as "How many have had a job. . . what type . . . and for how long?"
- some of the students will have filled out an application or have had an interview. Don't let a few knowing nods make you skim over the information for fear of boring this portion of the class. Instead, involve these more experienced students by having them contribute personal anecdotes.
- because students in these grades find it important to be 'cool' and strive to be independent, they tend to underestimate the value of personal contacts for a successful job search. Highlight the importance of leads from family and friends and encourage them to broaden their contacts to include those from business (ie. former employers).

- students in grades 10 and 11 must also be reminded to maintain realistic expectations in view of their experience to date and current economic conditions.
- introduce the career planning concept. Once they have sorted out their interests, abilities and priorities with the help of the "Personal Inventory", encourage them to view positively each job they get as a way to develop skills for future full-time employment.
- the suggested time allocation order for unit topics for grades 10/11 is:

- . Where To Look (ie. most time)
- . Application Form
- . The Interview
- . Before You Begin
- . Employer Expectations
- . The Resume
- . Legislation
- . Personal Fact Sheet (ie. least time)

3. Grades 11/12

Students in grades 11 and 12 range from 16 years and up. They usually have had some 'paid' work experience and/or have gone through the process of looking for a job.

Some of the information will have been covered in class, so these students may think they know everything that you are going to say. For this reason, approach the presentation as being an effective summary of their knowledge.

Presentations to grades 11 and 12 should emphasize professionalism. These students need to research, plan and skillfully implement each step in their search for both summer and full-time employment.

Tips For Presenters:

- cover the basic information more quickly, but continue checking to see that words and concepts are understood.

- introduce the idea of preparing for a job competition just as is done for sports or debating (ie. preparing a 'game plan', researching, rehearsing the interview, etc.).
- this preparation includes submission of comprehensive resumes or application forms, and well thought out covering letters.
- their personal (or friend's) experience can be contrary to the information provided, so challenges arise. Less emphasis should be placed on giving hard and fast rules like "don't wear blue jeans". Give general rules and 'tell it like it is'. You are closer to their age than you are with the younger groups, so there is an opportunity for true peer group information sharing.
- many of these students will be looking for permanent work after graduation. Examples should always relate to the kinds of jobs they want, and more important, are likely to get.
- include comment on the need for career planning. For example, stress the importance of developing a stable work history. Suggest that employers may wonder about a work history seemingly without direction (ie. job hoppers).
- another resource to students at this level is the 'information interview'. This is a meeting with an employer to find out about a specific company or job. This provides the student with information, and as well, sets up another contact.
- this group is more mature, so the humour that works with younger groups may not work with them. A more sophisticated audience requires subtle humour.
- depending on the general responsiveness, maturity and size of the class, you can let the students themselves portray a good interview. You be the employer and have two or three students apply for the position. Help the class evaluate the good points of each.
- or find out if any student is currently applying for a job, and have him/her role play that specific job interview, with you as

the employer. Again, help the class provide constructive criticism.

- the suggested time allocation order for unit topics for grades 11/12 is:

- . The Interview (ie. most time)
- . The Resume
- . Application Form
- . Before You Begin
- . Where To Look
- . Employer Expectations*
- . Legislation
- . Personal Fact Sheet (ie. least time)

* Some teachers suggest that this unit is more important than "Where To Look".

C. Pre-presentation Checklist

Before you set off to the school for the presentation:

- read over the booking report. Know the name of your contact, and check that the school address is listed.
- reconfirm by phone. This call can also be used to gather supplementary information not already listed (eg. does the school have a work experience program? Who is in charge of it?)
- know where social insurance number applications are available in the community, and who can validate the students' identifications.
- know if there is a local newspaper and/or a Chamber of Commerce.
- know the location and hours of local Hire-A-Student and Canada Employment Centres.
- check the Hire-A-Student files. See if there is documentation from last year that will help you make a better presentation by allowing you to place different emphasis on the topics.
- ensure you have sufficient copies for distribution (extras for the teacher) of the:
 - . personal inventory
 - . personal fact sheet

- . sample application form
 - . sample resume and covering letter
 - . interview handouts
 - . Social Insurance Number kit
 - . Employment Standards and Human Rights handout
 - . "Seeking Summer Employment Sensibly" pamphlet
 - . presentation assessment form
 - . "It's In The Bag" bag
- take copies of the "Job Seekers Handbook" for class, not individual reference.
 - take for your own use:
 - . booking report
 - . presentation report
 - . teacher evaluation form
 - . business cards
 - . scripts for role plays
 - . other gimmicks or props used in the presentation (eg. poster size application forms, summary boards, chewing gum)
 - . travel expense account sheets
 - . road map
 - be sure that your home base co-workers are aware of your location, schedule and accommodations.
 - ensure that you leave for the presentation early enough to arrive at the school at least 10 to 15 minutes before the first presentation.

D. Arriving At The School

Unless prior arrangements have been made, all school visitors must report to the general office. Once there, introduce yourself (name and Hire-A-Student Centre) and politely ask to see your contact. Your contact will know where and when you will be speaking. Often a written schedule will be provided. If not, take a few minutes and jot this information down.

Early arrivers often get invited to the staff room. Make the most of this opportunity to meet the teachers. Be friendly and enthusiastic, and don't hesitate to initiate conversation if you have to. Tell them why you're there and invite teachers who have a spare to sit in on your presentation.

When you arrive at the classroom, be prepared once again for an introduction to the specific teacher of the class you will be spending the next 40 to 80 minutes with. His/her presence throughout the presentation is important and should be strongly encouraged.

Give the teacher your job search information presentation outline. Explain the information to be covered and indicate that during the presentation, you would welcome teacher comments that highlight or clarify the information being provided.

If you don't already have it, use the time before your presentation to get specific class information from the teacher such as:

- the job search information that students have covered in class.
- what information the teacher feels should be emphasized.
- any special students in the class (eg. do any of the students have hearing problems).
- any special information about the class that would assist you in the presentation (eg. is the class involved in a work experience program).

Explain the role plays and, if applicable, request the teacher's help as the interviewer.

Allow time to set up your display and/or handouts.

E. Starting The Presentation

The first few minutes just before and after the start of the presentation are crucial. You can literally 'lose' the class if you don't make a good first impression. To be both friendly and professional:

- use a smile, lots of enthusiasm and a friendly tone to make students feel comfortable and encourage class participation.
- talk with the students as they settle in.

- the teacher can introduce you to the class, or you can do it yourself. Either way, make sure the class knows that you are a student and this is your part-time or summer job. This helps promote a peer group inter-relationship.
- give the students a brief verbal outline of major topics to be covered in the presentation and encourage them to ask questions and share their thoughts about the information. Suggest that raising their hands will get your attention.
- ask opening questions that have no right or wrong answers to create an atmosphere of discussion.
- mentally note who answers, so you can refer to their comments as is appropriate during the presentation.
- try to physically move into the class, rather than taking the 'teacher position'. For example, when asking your first question, take a few steps toward the students who answer, and respond from the second or third row of seats. Then casually move back to the front of the classroom.

Remember - your actions set the tone for the next 40 to 80 minutes. If you are not excited about the presentation, you can't expect the students to be.

Presentation

Content

UNIT 1 - BEFORE YOU BEGIN

Unit Content

- self assessment of needs, interests, abilities and skills
- researching kinds of jobs
- researching potential employers

Grade Level Emphasis

- with grades 9/10, detail how to complete a personal inventory. Emphasize finding a satisfying job and having realistic expectations.
- with grades 11/12, detail researching types of jobs and potential employers. Emphasize planning how to obtain career goals.

Notes

- the purpose of this unit is to help students decide what kinds of jobs they are best suited for, and then concentrate their energies looking in these areas.
- as seen in the following article, this unit serves as an introduction to the career planning concept.

AIDS TO BUILDING A CAREER

To build a career, you must first be aware of the components of the career planning method. This method involves the use of a simple formula:

Understanding Yourself + Knowing Your Career Options + Knowing How To Decide = Career Planning

By understanding yourself, you will find out what you want. After examining your skills, abilities, experiences, interests, personal qualities, values and needs you will get a clearer picture of what you are looking for.

Once you have established information about yourself, you must gain information about the world of work. By discovering and researching your career options, you will be able to determine how well each of your choices will satisfy your needs and wants.

Decision-making is the third integral part of career planning. Choosing a job, or choosing an occupation, or choosing an educational program or choosing how to spend a period of time, are some of the different types of decisions that affect your career. By knowing how to decide one can be sure of making good career decisions. All types of career decisions can be made by using the same step-by-step decision-making process.

1. Define the situation — what is the problem you must solve?
— what do you want to change?
2. Discover the alternatives — what choices do you have?
Seeing the different routes you may take helps you to realize that you are not trapped into following only one route.
3. Gather information — what information have you collected about each of your choices?
4. Evaluate the alternatives — which of your alternatives fits most closely to your needs and desires?
5. Make your decision.
6. Plan for action — what must you do to carry out your decision? . . . complete an application form? . . . attend an interview.

That is essentially the basics of career planning. Keep the formula in mind and you will always have a guide to follow. This article was prepared by Advanced Education and Manpower.

- note that this unit falls mid-way or later in the suggested order for unit time allocations for different grades. This is because it can be quickly summarized and augmented by a handout, or by making reference to and/or inclusion of the information in other presentation units (ie. interview).
- shorter or 'unit specific' presentations should always include a sentence or two about the personal inventory.
- two information outlines are provided. The one for grades 9/10 is designed to get students thinking about themselves and how they fit into the work world. The grades 11/12 outline assumes that older students can complete the inventory on their own, but would benefit from suggestions on how to research kinds of jobs and potential employers.
- this unit lends itself well to casual comment on both attitudes and realistic expectations. This latter is important in a sluggish economy and should be stressed in a positive way. (eg. "Jobs are hard to find. This doesn't mean you don't bother looking. Instead, really do your homework so you'll have a better chance for success.")
- the economy may influence student interest/acceptance of the information provided in this unit. In an employers' market, liking the job can become a secondary consideration to getting one. Presenters may find it helpful to introduce the personal inventory as being a productive exercise for a number of different reasons (ie. gets your thinking organized, may influence school course choices, makes it easier to answer interview questions, etc.).
- be careful that any contrasting examples used in this section do not reflect your own value judgements. The job you'd never want may suit somebody else just fine.
- presenters can use this unit to introduce the idea of using a summer or part-time job as a stepping stone towards a better job or eventual career.
- good reference sources available at Alberta Career Centres include: "Directions for the Future", "A Career Planning Guide", and "The Great Balancing Act".

BEFORE YOU BEGIN INFORMATION FOR GRADES 9/10

- how many of you have had a job before?
- how many of you have looked for a job?
- getting that first job can be hard work. You can save yourself time and shoe leather if you decide what kind of job you want before you start looking.
- to do this, take a look at your own needs, interests, abilities and skills, and what your priorities are. (eg. Is your financial need greater than your need for a satisfying job that is in your field of interest?)
- here's a personal inventory (distribute handout). Completing this gets you thinking about what you want from a job.
- to identify your NEEDS, ask yourself these questions:
 - . how much money do I need?
 - . do I want to gain some experience?
 - . which is more important - earning a lot of money or gaining valuable experience?
 - . am I just looking for something to do?
- to identify your INTERESTS, think about what you've done in the past that you've enjoyed doing. For example, what hobbies do you have? What sports do you like? What's your favorite subject at school?
- to identify your ABILITIES, ask yourself what you've done in the past that you've been good at. What do other people say you're good at?
- what SKILLS do you possess? What have you learned to do? (eg. Can you type, operate a sander, etc?)

BEFORE YOU BEGIN INFORMATION FOR GRADES 9/10

- show your completed inventory to your parents, friends and teachers. They can often point out areas that you may not have considered, and tell you if your assessment and expectations are realistic.
- then take a look at the kinds of job openings that are currently available. Which ones will give you the experience and skill development you need (ie. help you in the future)?
- be realistic about your chances of getting the perfect job, be it summer or full-time. Top paying jobs are few and usually require more experience and qualifications. Think about what you have to offer to the employers. What are you really worth to the organization?
- remember that each job choice can take you closer to a career goal. It is difficult to pursue career goals if you have no related work experience.
- don't shy away from jobs that defy traditional sex roles. If you are interested, try it!
- if you are looking for constructive free time activity, volunteer work is an alternative to paid employment. This is an excellent way to gain experience, acquire references and make contacts.
- if you want to find out more about a specific kind of job, go to the library or arrange an 'information interview' with someone working in that field.
- frequently update your personal inventory. You'll be surprised at the changes that occur as you acquire more experience and education.

BEFORE YOU BEGIN INFORMATION FOR GRADES 9/10

SUMMARY

Looking for work, whether for summer or full-time employment, can be a job in itself. Save yourself time and effort. Assess your own needs, interests, abilities and skills so you'll have an idea of what kinds of jobs to look for, or even the kinds of activities (eg. volunteer work) that will help you get where you want to go.

BEFORE YOU BEGIN INFORMATION FOR GRADES 11/12

- how many of you have had a job before?
- what things did you consider when you took the job?
- why did you like/dislike it?
- why did you stay at the job?
- when deciding about a job, take a look at your own needs, interests, abilities and skills. Consider your priorities and your financial needs to see how they can be molded together to bring you closer to your career objectives by building a strong employment history.
- there's a personal inventory outline on the front table. Pick one up to complete at home. If completed in a conscientious manner, the inventory will help you determine the types of jobs that will likely give you the most personal satisfaction.
- it will also help you answer interview questions such as "tell me about yourself" or "what can you offer this company?"
- once you have an idea of what you want to do, you can concentrate your energies on researching and applying for specific types of jobs, rather than taking a helter-skelter approach.
- do not shy away from jobs that defy traditional sex roles. If you are interested, try it!
- take a look at your short-term goals, then relate them to those of a long-term nature. Carefully weigh your need for money against your need for experience. Remember that it is difficult to pursue career goals when you have no related work experience.

BEFORE YOU BEGIN INFORMATION FOR GRADES 11/12

- research different types of jobs at the library or talk to people currently working in the field. Ask them what they like or don't like about their jobs, and about the education and experience you'll need to get into this field.
- you can also research a specific company to see if employment with them will contribute to your career development. Ask people working with the company or arrange an 'information interview' with one of their management. Ask questions that will help you determine how much job satisfaction you would have over the long term if you worked for that company. For example, ask "what are the opportunities for advancement within your organization?"
- arranging an 'information interview' with an employer not only gives you a chance to talk over the company, but also serves to set up what could be a valuable personal contact. Employers are usually impressed by this kind of initiative and enthusiasm. Should you decide to apply with the company, the employer will know you are serious about finding a job.

SUMMARY

The reason it is important to consider all factors is that, like anything else, you want your job to be both financially profitable and give you experience towards a career goal. Take time to assess your needs, interests, abilities, skills and priorities; maintain realistic expectations; and, research types of jobs so that you have a better chance of getting a job that is right for you.

BEFORE YOU BEGIN HANDOUT

PERSONAL INVENTORY

By understanding yourself, you will find out what you want from a job. Doing a personal inventory helps you recognize and discriminate between what you would like to do and what you are qualified to do. Take time to complete it accurately, and update it regularly.

1. Interests

What are the things I really like to do?

What are the things I do not like to do?

What school subjects do I most enjoy?

What school subjects do I least enjoy?

2. Abilities (a natural talent that enables me to competently do something. For example, artistic ability)

What can I do well?

What can't I do well?

What would I like to have the ability to do?

What do others say I do well?

What abilities do I have to offer an employer?

3. Skills (what I have learned to do. For example, typing)

What activities/sports have I done?

What activities/sports do I most enjoy?

What skills do I have?

What skills would I like to develop?

What skills do I have to offer an employer?

4. Work Experience (includes volunteer work and responsibilities at home)

What types of jobs/volunteer work have I had?

Which jobs/volunteer work have I liked? Why?

Which jobs/volunteer work haven't I liked? Why?

What jobs would I like to do? Why?

What things motivate me? Why?

5. Work Environment

What type of supervisory conditions do I prefer?

Do I like to follow through on others' instructions, supervise myself or supervise others?

Do I prefer to work inside or outside?

Do I prefer to work alone or with others?

How do I respond to constructive criticism?

What are my personal restrictions? (e.g. physical strength, allergies, fear of heights)

6. Goals

Do I have a career goal?

Do I have short term goals? (e.g. finishing high school)

Do I have long term goals? (e.g. finishing university/college)

What do I look for in a career?

- finances - how much do I want to make an hour, or in a year?

- location - do I want to work in a small town, small city, large city or in a rural area?

7. Career Goals

What do I want to be doing this summer, in one year, in five years, in ten years?

BEFORE YOU BEGIN RECAP

- when deciding on a job look at your
 - . needs (money, experience, something to do)
 - . interests (hobbies, sports, favorite subject, past experience)
 - . abilities (What are you good at? What do others say you are good at?)
 - . skills (typing, operating machinery, computer)
 - . career goals (What do you want to do? How are you going to get there? What experience do you need?)
- research
 - . information about yourself
 - . information about a specific job/career
 - . information about a specific company/employer
- knowing the above will help you prepare for the interview.
- maintain realistic expectations. Take a look at your skills/abilities/past experiences in comparison to others who might be applying for the same job and consider current economic conditions.

UNIT 2 - WHERE TO LOOK

Unit Content

- personal contacts
- employer canvassing
 - . telephone
 - . business letter
 - . in person
- newspapers
 - . classified ads
 - . business news
- yellow pages
- other media sources
- employment agencies
- creating your own job
- work experience programs
- volunteerism (grades 9/10)

Grade Level Emphasis

- with grades 9/10, detail personal contacts, doing volunteer work and creating your own job. Emphasize being enthusiastic and persistent, and the importance of a good first impression.
- with grades 10/11, detail personal contacts, employer canvassing, yellow pages and work experience programs. Emphasize the importance of personal contacts and a good first impression.
- with grades 11/12, detail employer canvassing, yellow pages, other media sources and business news. Emphasize presenting yourself as a marketable commodity, and thoroughness and perseverance.

Notes

- the purpose of this unit is to show students different methods they should use to look for jobs. The importance of a good first

impression, good manners and a positive attitude should be constantly stressed.

- questions may be the presenter's 'best friend' for this lengthy unit. Use them to find out if the class needs detailed information, or just a review of the important points. For example, ask "When would the yellow pages be a particularly helpful source?" If the students cannot tell you, the information will be new to them. If they can answer questions such as this, summarize the information to provide a brief review.
- expand on student response to speed up delivery of the information. For example, a student may answer, "My dad told me about the job." Take this response, add, "Great - you used a personal contact," then discuss using this source.
- note that even students who have found jobs through personal contacts tend to underrate this source. Call for a show of hands of all those who have ever found a job through relatives, friends, neighbours, etc. Usually a good number have, giving visual emphasis about how effective this method is. Stress to students that the most effective way to find out about job openings is by asking people they know.
- the more experienced job hunters will be aware of where to look for a job, but do not assume that they know everything about each source. Each piece of information will be new to at least one student in the group.
- students often find it difficult to approach employers with confidence. Although they usually know what to say, they don't know how to say it. Try some simple role playing with them. Have a student be the employer. Shake hands with the student and greet him/her with respect and confidence just as you would an employer. Introduce yourself and state the intent of your visit. For example, "Good afternoon Mr. Smith. I am Jo Presenter and I would

- you can also stress the importance of good telephone manners through a role play demonstration. Have a student represent an employer and you be a student calling in regard to a job. You might say something like "Hi, do you have any good paying jobs around the joint?" Initiate discussion about what was done wrong in the role play by asking "Would you hire me?" You then could ask a student to volunteer to demonstrate good manners in a telephone inquiry to an employer.
- students should be aware that employer canvassing is hard work and often frustrating. If possible, use a student who has found a job this way to show that it can pay off. Alternatively, cite examples (ie. "my friend pounded the pavement for five days and was getting discouraged enough to quit. However, a secretary in one of the offices told him/her about a job opening down the street, and he/she started work the next day.")
- when discussing employment agencies, you or the local Hire-A-Student centre manager should spend a few minutes explaining that Hire-A-Student is a service specifically for students seeking summer work, and detail the office hours, location and procedures.
- students with good ideas for student businesses are often unsure of how to start or what it will involve. They will ask you about the details of starting a business. Give brief answers and/or suggest that the students talk to you after the presentation, so you can list their questions, find out the answers, and get back to them. An alternative is to refer them to the local Hire-A-Student centre for further information.
- if possible, incorporate area information by using the name of the local newspapers when talking about classified ads or business news.

WHERE TO LOOK INFORMATION

- those of you who have had a job - how did you find it?
- let's take a look at eight methods you can use to look for work.
- using PERSONAL CONTACTS is often the best way to learn about job opportunities.
- tell your friends, relatives, neighbours, past employers, everyone you know that you are looking for a job. They may provide valuable job leads.

GRADE
9/10

by using personal contacts you can create a grapevine effect. If a student tells one person, that person may tell another, who in turn may tell others. You are getting other people to help you look for a job.

GRADE
10/11/12

when looking for a job, you are selling yourself and your skills. The more you advertise that you are available, the better your chances.

GRADE
11/12

don't forget that past employers can give you good leads. They know how you work, your skills and strengths, and will know what kind of job you'd do well in. Further, a referral from a former employer to a potential employer is a good way to get your foot in the door.

- EMPLOYER CANVASSING is talking directly to any employer to inquire about employment. It can be done by telephone, letter, or best of all, in person.

WHERE TO LOOK INFORMATION

- contacting an employer by Telephone may be the first step of employer canvassing. It gives you an opportunity to gather information about the company and to find out if there are any jobs available.
- find out the name of the person responsible for hiring from the receptionist and ask to speak to this person. Try to arrange a time to meet with the employer or to fill out an application form. This way you avoid dropping in at an inconvenient time.
- don't forget that the person who answers the telephone might put in a good word for you, so treat him/her with the same respect as you would an employer.
- good telephone manners are extremely important. Would you hire me if I called you up and said, "Howdy! Ya got any good paying jobs 'round the joint?"
- a good trick is to smile at the telephone receiver when you are talking into it. Somehow this makes your voice friendlier to the person at the other end of the line.
- remember, jobs are generally not offered over the telephone. You will have to follow up in person.
- if applying on an out of town job, employers can be contacted by a Business Letter. Briefly state the kind of position you are interested in, your qualifications, and how they relate to that position.
- the letter should not be more than one page in length, preferably typed, and should be sent with a resume.

WHERE TO LOOK INFORMATION

- be sure that the letter has your address and telephone number on it so that the employer can contact you.

GRADE

11/12

- research the company slightly before sending the letter. This is done easily over the phone. Find out what the company does to determine how you can best relate your skills in a way that will attract attention. This will also ensure that you aren't misled by the company name. For example, Athabasca Research Corporation is located in Edmonton, not Athabasca. This company does some research, but more precisely, develops instruments for scientific research and data gathering.

- you are often able to find an available job that hasn't been advertised if you go In Person to businesses.
- this employer canvassing or pavement pounding is time consuming and often difficult, but it provides an opportunity to meet the employer face to face and shows initiative on your part.
- be sure you know what you are going to say to the employer. "Got any jobs?" is not likely to impress him. Instead, try introducing yourself and ask "Do you have, or expect to have, any openings available?"

GRADE

9/10

- many employers make their hiring decision in seconds, based on a first impression of the applicant's appearance and attitude.
- if you were an employer, would you prefer the student who came into your office in wrinkled blue jeans and a T-shirt, or the person dressed in neat dress pants and a clean shirt? Remember, when an employer sees you for the first time, she/he is deciding whether or not your appearance would be a good reflection on the company.

WHERE TO LOOK INFORMATION

- GRADE 9/10 [dressing 'appropriately' can mean different things depending on the job applied for. You don't want to over-dress. For example, what would you wear to apply for a retail sales position? . . . a landscaping position?
- GRADE 11/12 [like any marketable commodity, you have to look good at a first glance or else you will be unnoticed.
- GRADE 11/12 [be enthusiastic. What you lack in experience may be made up for if the employer sees that you are optimistic and willing to work hard.
- GRADE 11/12 [when an employer sees you for the first time, he/she is evaluating whether or not you would make a good long-term employee. This is a split second decision based on a first impression.
- GRADE 11/12 [the employer looks at your clothes, hair, posture, attitude and your approach. He is seeing if you will fit with the company's existing staff and/or present a positive image for the company.
- arm yourself with the necessary information such as names, addresses and telephone numbers of references, schools and past employers. Take your social insurance number because you may have to fill out an application form in the office.
- GRADE 9/10 [a little later on we'll discuss a personal fact sheet, which is a handy way to list this information for quick reference.
- GRADE 11/12 [take a resume if you have one. We will discuss resumes in more detail later.
- remember that the receptionist and other office staff are very important. They can put in a good or bad word about you to the boss, based on their first impressions.

WHERE TO LOOK INFORMATION

- don't be discouraged if results are not obtained on the first visit. Follow up if the employer suggests you keep in touch. The employer will be impressed by your enthusiasm and interest.
- employer canvassing is time consuming and takes 'guts', but it provides an opportunity to meet the employer face to face and shows initiative on your part. It produces an impression on the employer, making you stand out.

GRADE 11/12 [some employers like this method because it costs them nothing and they need less time to reach a decision.

- if you persevere long enough it will pay off.
- NEWSPAPERS are another way to find jobs.
- jobs are advertised in the "help wanted" section of the Classified Ads and in the career section of major newspapers. The newspaper offers you an organized listing of available jobs.
- employers usually place ads in the newspaper when they are looking to fill an opening. Many people are looking at the same ad, so it is best to respond as soon as the newspaper comes out. Show initiative and be the first one to apply.
- only a small portion, about 20%, of available jobs are advertised in the "help wanted" section so don't rely on the newspaper. (ie. "of five jobs that are actually available, only one may be advertised in the newspaper.")
- be aware that some businesses advertise jobs although they are not presently hiring. Employers do this to test the labour market by seeing how many people apply.

WHERE TO LOOK INFORMATION

- as well, many of the positions that are advertised are the 'hard to fill' jobs.
- a second way to use the newspaper is to watch for Business News, that is, articles announcing the opening of new businesses, expansions, mergers, contracts, and tender awards.
- this kind of business activity may mean that jobs are being created. Visit these employers. Mention that you read about their company and ask if new jobs will be available. Employers will be impressed with your initiative.
- what jobs would be available if a new restaurant opened or if a construction company got a big contract? Restaurants need waiter/waitresses, bar persons, kitchen help. Construction companies need labourers with varying degrees of skills.
- keep a copy of the article so you can refer back to it for the company name and address.
- people looking for a job in a specific field will find the YELLOW PAGES a useful source. They list companies by service category and provide the names, addresses, and telephone numbers of all businesses in the area. Yellow pages are a helpful source for people looking for a job in a new city, or those unfamiliar with the businesses in the area.

GRADE 9/10 [this source may not be relevant now, but it may be helpful in the future.

GRADE 11/12 [for example, if you want a job in a sporting goods store you can open the Yellow Pages and look under Sporting Goods. List the names, addresses, and telephone numbers of the various companies,

WHERE TO LOOK INFORMATION

GRADE
11/12

[and prepare to approach them for a job.

- keep your eyes and ears open; you may find a job opportunity where you least expect it. Some employers will advertise employment opportunities on bulletin boards, store fronts, radio and even television (ie. OTHER MEDIA SOURCES).

GRADE
11/12

[some large organizations like the Alberta Government print job listing bulletins. These are distributed to employees, and are usually displayed at the organization's personnel office.

- you can use these other media sources to advertise your available services. For example, post an ad on the notice board in a grocery store to advertise that you will type, baby-sit, or whatever. Put your first name and telephone number only (ie. For typing - call Bob at 234-5678) to minimize crank calls.
- when advertising yourself, think of yourself as a marketable commodity. Try to word your ad so that it makes you attractive to potential employers.
- be sure to get permission before posting your own advertisements on bulletin boards and in store windows.
- EMPLOYMENT AGENCIES, for example, Hire-A-Student and Canada Employment Centres, provide a free referral service to the job seeker. They do not guarantee employment; they only act as a third party linking the job hunter and the employer.
- in larger centres there are also private employment agencies who charge employers for their services.
- some employment agencies have job boards that describe available

WHERE TO LOOK INFORMATION

positions. Counsellors meet with individuals who are interested in a specific job and refer those who are suitable to the employer for an interview. The employer makes the final decision.

GRADE 9/10 [the appearance and attitude of the applicant affects the employment counsellor's decision to refer someone for a job. If I walked into the employment agency in cut-offs and rubber boots and was rude, would you want to send me for an interview with an employer?

GRADE 11/12 [the success of the employment agency depends on the quality of its referrals. They want to refer the best person for the job, so the impression you make is important. Dress appropriately and be polite. If you can sell yourself convincingly to the employment counsellor, chances are you will similarly impress an employer.

- remember that sometimes you can be referred to one or more employers on the same day you visit the agency. Be prepared for this by taking all the information you may need with you.
- as with employer canvassing, you may have to visit an employment agency many times before being successful in finding a job. Be persistent. Keep in mind that new jobs are continually being posted.
- CREATING YOUR OWN JOB means starting your own business or one with friends, and selling your services to people in your community.
- some examples of possible summer businesses are lawn mowing, window washing, hoeing gardens, bottle return pick-up, finishing furniture, painting, building fences, and silk screening.

WHERE TO LOOK INFORMATION

- do not exclude the more creative services such as starting a 'Rent-A-Clown' company for childrens' birthday parties. Your imagination and initiative are your only limits.
- considerations before starting a business include:
 - . is your service marketable - is there a demand?
Decide if there are enough people who would use your service so that you can make a profit.
 - . what prices are you going to charge?
 - . do you need to invest some money to get started?
 - . do you need a business license from the town or provincial government?
 - . how are you going to advertise your service? How much money will the advertising cost?
- running your own business takes time and effort, but you will gain valuable experience and the opportunity to be your own boss. It also looks impressive on your work history because it shows that you have some experience in all aspects of running a business.
- WORK EXPERIENCE PROGRAMS sponsored through your school allow you to gain experience and credits at the same time.
- individual school boards determine what pay, if any, the participating students receive.
- it pays to work hard at your assigned station. If you have a good attitude, the employer will remember and may contact you when summer or part-time jobs are available.

GRADE
9/10/11

[so you do all these things and you still can't find a job. What happens next? Now is the time to plan ahead. Is there anything

WHERE TO LOOK INFORMATION

GRADE
9/10/11

- you can do this year that will give you experience, or something that will show an employer that you are dependable, have a good attitude and can get along with others?
- how about VOLUNTEERISM? (eg. candy striper, reading to the blind, helping deliver meals to seniors, etc.)
- we're going to look at developing a personal fact sheet next, and show how this kind of activity can help you gain valuable experience.

SUMMARY

- the key places and ways to look for a job are:
 - . personal contacts
 - . employer canvassing - by phone, business letter and in person
 - . newspapers - classified ads and business news
 - . yellow pages
 - . other media sources (bulletin boards, radio, TV)
 - . employment agencies
 - . creating your own job
 - . work experience programs
 - . volunteerism (grade 9/10 only)
- use all sources to increase your chances of getting a job.
- remember, your first impression is very important, especially when many people apply for the same job. It will have to set you apart so that the employer remembers you favourably.
- think of yourself as a marketable commodity. Sell your services by making them, and yourself, as appealing and suited to the job as

WHERE TO LOOK INFORMATION

possible. This includes dressing appropriately and having a good attitude.

GRADE 9/10 [remember, your enthusiasm can sometimes make up for the experience you lack.

Personal Contacts

- the most effective way to get jobs.
- tell friends and family.
- tell past employers.

Employer Canvassing

- talking directly to an employer to see if a job is available.
- by phone
 - . to arrange a time to see the employer
 - . good telephone manners are essential
 - . one trick is to smile at the receiver
 - . jobs are not offered over the phone
- by business letter
 - . to apply for an out of town job
 - . research the company before sending a letter
 - . state the position, your qualifications and how the two relate
 - . when possible, send with a resume
 - . no longer than one page
 - . be sure to include your address and telephone number
 - . always follow-up a letter
- in person
 - . making a good first impression is very important
 - . no jeans, but likewise, do not overdress
 - . treat other office personnel (ie. receptionist) as you would the employer
 - . be prepared to speak to the employer
 - . be prepared to fill out an application form. Carry a list with your social insurance number, references, etc. with you
 - . be enthusiastic

WHERE TO LOOK RECAP

- . going in person shows initiative
- . don't get discouraged . . . persevere

Yellow Pages

- lists company names, addresses and phone numbers.
- useful for persons looking for a job in a new city or those unfamiliar with the businesses in the area.
- great for job specific employer canvassing.

Newspapers

- classified advertisements
 - . only about 20% of available jobs are listed
 - . many people look at the same ad, so be quick!
 - . many of the positions advertised are hard to fill jobs
 - . some employers merely use ads to test the market and are not interested in hiring at the present
 - . students should also use alternative sources and not rely on newspapers
- business section
 - . a business opening or expansion will create jobs
 - . useful to keep a copy of the article for reference

Other Media Sources

- bulletin boards, store fronts, radio, TV.
- organization job bulletins.
- you can advertise your own skills here as well.
- get permission before posting your own advertisements.

Employment Agencies

- Hire-A-Student and Canada Employment Centres, and private employment agencies.
- provide a free referral service.
- treat the counsellor as you would an employer.

WHERE TO LOOK RECAP

- dress appropriately in case you are sent directly to an interview
- it may be necessary to revisit an employment agency more than once.

Creating Your Own Job

- this means starting your own business, being your own boss.
- keep in mind jobs that students can do.
- considerations before starting a business
 - . marketability of goods or service
 - . what price to charge
 - . how much capital is required
 - . business license
 - . advertising - how and where, and what cost
- looks impressive on a work history.

Work Experience Programs

- sponsored by the school.
- gain credits and experience at the same time.
- active during school year only, but it may lead to a summer job or permanent job (ie. do a good job and you may get a summer job out of it).

Volunteerism (grades 9/10)

- helps you gain experience.

SUMMARY

- use a combination of sources to increase your chances of success.
- making a good first impression is important. You want to sell yourself.

UNIT 3 - PERSONAL FACT SHEET

Unit Content

- definition
- personal data
- education
- activities
 - . volunteer
 - . clubs and sports
 - . hobbies
- experience
 - . home/neighbourhood duties
 - . paid employment
 - . machinery operated
- references
- summary (grades 9/10 only)

Grade Level Emphasis

- with grades 9/10, detail how to complete the personal fact sheet. Emphasize taking time to do it thoroughly and updating it regularly.
- with grades 10/11, detail the definition, and briefly review how to complete the handout. Emphasize that it's a handy reference when filling out an application form.
- with grades 11/12, detail the definition and emphasize the value of completing one.

Notes

- as indicated earlier, this unit was designed specifically for grades 9/10 to ensure that they are well prepared for job hunting. However, like the personal inventory, it has application at any age, so separate information sections have been provided for grades 9/10 and 11/12.

- with older students, presenters may find it more convenient to tag this on to the end of Unit 1 (ie. "Once you've done the inventory, get more specific. Complete a personal fact sheet. This will help you . . .").
- for grades 9/10, go over the fact sheet in detail, using examples to clarify the information.
- despite the duplication of information in Units 3 and 4, do not combine them. They are two separate steps. The fact sheet is preparation for the job search and for applicant use; the application form is completed for the employer's use.
- use the information duplicated in Unit 4 to reinforce important points and as a means of checking understanding (ie. "Remember the personal fact sheet? What did we say about references?").
- as most students will need more space than is provided on the handout, encourage them to transfer the headings to a separate sheet of paper, and save the handout for on-going reference.

PERSONAL FACT SHEET INFORMATION FOR GRADES 9/10

- have you ever thought about what you have to offer an employer?
How can you figure this out?
- a personal fact sheet is a handy reference to have when filling out an application form. It shows you at a glance your personal data, education, extra-curricular activities, work history and references.
- here's a form you can use to help you get the information organized. (Distribute handout.)
- take a look at the PERSONAL DATA section.
- write your name out in full. If you go by a nickname, put it in brackets beside your given name.
- mailing address refers to a box number or address where you will be for the next few weeks - where an employer can contact you regarding a job. Postal codes are important so be sure you know yours.
- permanent home address may be the same as the mailing address or your parent's address. It is where mail may be sent so if necessary, it can be forwarded to you.
- if there is no one to receive telephone calls during school hours at your home phone number, arrange with a friend or neighbour to use their number for messages. If the employer is unable to reach you when he/she calls, he/she may give up and pass over you.

PERSONAL FACT SHEET INFORMATION FOR GRADES 9/10

- it is necessary to have a Social Insurance Number to work in Canada. This number will be asked for on most application forms.
- if you don't have a social insurance number, you should consider applying for one. Applications are usually available at a Canada Employment Centre, or sometimes from your Guidance Counsellor.
- to apply for your card, fill out an application form and send in two pieces of identification such as a birth certificate, school report card, or a baptismal certificate.
- a Canada Employment Centre is a good place to go for a social insurance number application as they can validate the identification without putting originals in the mail. School board members, and various officials within the Municipal District and County offices may also validate your identification.
- once applied for, it takes approximately six weeks to receive a social insurance number.
- it is also a good idea to write down your Alberta Health Care number on the fact sheet - just in case you need it.
- for EDUCATION, write down your school name and program so you can be sure of the spelling when transferring this information to an application form.
- under non-school courses, list any courses taken outside of school for which you have received a certificate (eg. St. John's Ambulance, babysitting, etc.).

PERSONAL FACT SHEET INFORMATION FOR GRADES 9/10

- now take a look at your ACTIVITIES - things you have done or are currently doing.
- you are the only person who will see this information, so be sure to list everything. Then, when completing an application form, you can select the ones that relate best to the available job.
- examples of Volunteer Activities may include being on a set-up/clean-up committee for school dances, reading to patients at the hospital, working at a bingo, candy striping, etc.
- Clubs and Sports include being on Student Council, being a member of a debating or chess club, or a baseball or football team. Do not forget individual sports such as track and field and figure skating.
- Hobbies are things you choose to do in your spare time, such as reading, stamp collecting, etc.
- several questions are listed under EXPERIENCE to help you organize your thinking. You can also refer back to your activities section to see if any of these questions would also apply there.
- Home/Neighbourhood Duties range from mowing the lawn, looking after younger brothers and sisters, to helping out on the farm.
- Paid Employment means any job you have had, including babysitting and paper routes.
- remember to check for spelling and accuracy when listing past employer/company/supervisor names, addresses and telephone numbers.

PERSONAL FACT SHEET INFORMATION FOR GRADES 9/10

- Machinery Operated may relate back to any of the previous categories. Be sure to list everything from farm machinery to switchboard to adding machine/calculator.
- REFERENCES are people whose names you give to the employer so he can call them to find out about your personal character and work habits. The references you use should know you well and be able to make positive comments about you.
- do not use relatives or school friends as references. Employers will consider these people biased because of their association with you. Parents are likely to say, "Oh, my son Johnny is a sweet, wonderful little boy", and references from friends lack credibility.
- references don't have to be 'status' people like the mayor or a judge. It is more important that they are people who know what you are capable of doing. For example, an employer can ask your teacher about your work habits and punctuality.
- possible references are teachers, past employers, coaches, youth leaders or adult friends of the family.
- an employer who has fired you is not a good reference.
- make sure you ask the person before you use them as a reference. If possible tell them the position for which you are applying so that they can think about what they can say to the employer that might help you get the job.

PERSONAL FACT SHEET INFORMATION FOR GRADES 9/10

SUMMARY

- even though there are only 3 spaces for each category on the handout, do not limit yourself to only three. Be as detailed as possible. List as many things as you can think of.
- be sure to take your personal fact sheet with you when you are job hunting. It gives you the information you will need when filling out an application form so you aren't caught unprepared.

PERSONAL FACT SHEET INFORMATION FOR GRADES 11/12

- a personal fact sheet is an organized outline of your personal data, education, extra-curricular activities, work history and references.
- it is a handy reference when filling out an application form or preparing a resume.
- there is a sample personal fact sheet outline on the front table that you are welcome to take as you leave. Don't limit yourself to using only the 3 spaces provided. Be as detailed as possible. You'll probably find it easier to transfer the headings to separate sheets of paper, so you have more room to list all your activities and experience.
- take time to complete one and update it regularly. Then prior to an interview, read it over to refresh your memory.
- this can help you answer interview questions. For example, suppose an employer asks about your sales experience. You'll be able to remember and relate that three years ago you sold the most chocolate bars in support of the school band.
- carry it with you when you go job hunting so you can use it to check the spelling and accuracy of your completed application form.

PERSONAL FACT SHEET OUTLINE

PERSONAL DATA

Last Name _____ First Name _____ Middle Name _____

Home Address: Street and Number _____ Mailing Address: _____

City and Province _____

Postal code _____

Telephone Number: Home _____

Messages _____

Social Insurance Number _____ Alberta Health Care Number _____

EDUCATION

School: _____ Program (ie. academic, _____

business education) _____

Non-school courses description (ie. babysitting course, Certificate or Diploma
St. John's Ambulance) received and date

1.

2.

3.

ACTIVITIESVolunteer Activities:

Description (ie. candy striping, clean-up dance committee)	Length of Time	Skills Learned/Applied
---	----------------	------------------------

1.

2.

3.

Clubs and Sports:

Description (ie. student council, baseball, chess club)	Length of Time	Skills Learned/Applied
--	----------------	------------------------

1.

2.

3.

Hobbies:

Description (ie. reading, stamp collecting, sewing)	Length of Time	Skills Learned/Applied
---	----------------	------------------------

1.

2.

3.

EXPERIENCE

To help identify your skills and responsibilities, ask yourself:

- were you responsible for money?
- did you assist with inventory, ordering and receiving supplies?
- did you operate or repair machinery?
- did you have to keep records or books?
- did you deal with customer complaints?
- did you supervise others?

Home/Neighbourhood Duties:

Description (ie. mowing lawns, farm work, babysitting)	Length of Time	Skills Learned/Applied
--	----------------	------------------------

1.

2.

3.

Paid Employment:

Description (ie. babysitting, delivering papers)	Length of Time	Skills Learned/Applied
--	----------------	------------------------

1.

2.

3.

Employer/Company Name	Address	Telephone Number	Supervisor's Name
-----------------------	---------	------------------	-------------------

_____	_____	_____	_____
-------	-------	-------	-------

_____	_____	_____	_____
-------	-------	-------	-------

_____	_____	_____	_____
-------	-------	-------	-------

Machinery Operated

Description (ie. tractor, cash register, calculator)	Length of Time	Skills Learned/Applied
--	----------------	------------------------

1.

2.

3.

REFERENCES

	Name	Address	Telephone No.	Occupation	Years Known
1.					
2.					
3.					

PERSONAL FACT SHEET RECAP

- a personal fact sheet is an outline of personal data, education, extra-curricular activities, experience and references to be taken when employer canvassing so that information can be transferred to an application form.

Personal Data

- put a nickname in brackets.
- mailing address is where the employer can contact you regarding a job.
- permanent home address is where final mail may be sent.
- arrange a message phone number and inform message taker if necessary.
- a social insurance number is necessary to work in Canada.
- social insurance number applications are available at Canada Employment Centres and sometimes from Guidance Counsellors.
- send two pieces of identification with the application.
- identification can be validated at Canada Employment Centres, or by school board members, officials within Municipal District and County offices so that originals need not be sent through the mail.
- it takes about six weeks to receive a social insurance number.

Education

- check the spelling of the school name.
- list non-school courses for which a certificate was received.

Activities

- a personal fact sheet is for the applicant's use, so it should be very detailed. Having this information written out will help the student be thorough and complete on an application form.
- an example of volunteer activity is candy striping.

PERSONAL FACT SHEET RECAP

- examples of clubs and sports are debating clubs and baseball teams.
- hobbies are activities done for enjoyment in your spare time (eg. reading).

Experience

- an example of home/neighbourhood duties is mowing the lawn.
- paid employment includes delivering papers or babysitting.
- check for spelling and accuracy when listing past employer/company/supervisor names, addresses and telephone numbers.
- list all machinery operated from a calculator to heavy equipment.

References

- references (eg. teachers, coaches, past employers) vouch for character and work habits.
- an employer prefers a reference from someone known in a work related environment.
- references don't have to be 'status' people.
- do not use friends or relatives.
- ask before using someone as a reference and if possible, tell them the position that you are applying for.

SUMMARY

- a personal fact sheet contains information which will be needed to fill out an application form, and helps refresh your memory so you can effectively answer interview questions.
- students should carry it with them when job hunting.

UNIT 4 - THE APPLICATION FORM

Unit Content

- position applied for
- competition number
- preferred location
- how did you learn about this competition
- name
- part-time/permanent/temporary/seasonal
- mailing address
- permanent home address
- telephone
- are you between the ages of 15 and 65
- Canadian citizen/landed immigrant
- are you bondable
- social insurance number
- date available for employment
- desired salary
- education
- employment history
- references
- general information
- declaration and signature
- summary

Grade Level Emphasis

- with grades 9/10 who have discussed personal fact sheets, detail the position applied for, part-time/permanent/temporary/seasonal, date available for employment, employment history, general information and the declaration sections. Otherwise do the complete unit in detail. Emphasize submission of complete, accurate and neat application forms, and gaining experience through odd jobs and volunteer work.
- with grades 11/12, detail the position applied for, competition number, preferred location, part-time/permanent/temporary/seasonal, address, message telephone numbers, date available for employment, employment history, general information and the declaration sections. Emphasize that neat, accurate and carefully worded application forms are the best way to get interviews (ie. a chance to sell themselves).

Notes

- this is an important section because it deals with a procedure every job hunter goes through. Many employers are dissatisfied with the way application forms are completed, so be sure that the students have a solid knowledge of how to do it properly.
- students often want to know why they need to fill in forms. Explain that it records qualifications and interests, and that the form is used to choose applicants, who look best suited to the job, for interviews.
- determine student knowledge through questions. (eg. "How many of you have filled out an application form? What questions were asked? Has it been covered in school?") Use the response to decide how detailed your discussion should be.
- emphasize neatness, completeness and accuracy. The application form is the first piece of work the employer has from an applicant, so students must make sure it reflects a neat, conscientious person (ie. makes a good first impression).

- put up poster size examples of good and bad application forms, and ask, "If you were an employer, with 40 applications to be sorted into 'G' for Garbage and 'I' for Interview, where would you put these?"
- or hold up a handful of applications and ask, "If you were an employer with 100 applications for one job, would you read them all? How would you screen them out?"
- hand out the sample application form. Tell the students not to fill it out but to take notes if they like. This should prevent application forms filled out by Superman and other smart alecs.
- make sure that the students realize this form is for discussion purposes only, and that they will never see one exactly like it because each company makes up their own.
- if you plan to circulate application forms from existing companies to show differences and similarities, write 'Sample' over them so that the students don't fill them out and submit them to the companies.
- explain why they must follow the instructions on the form. (eg. "On please print, if you write the employer will assume that either you can't read or you don't follow instructions.")
- be prepared to define 'Canadian Citizen'. Note that only citizens, landed immigrants and students with working visas can legally work in Canada. Refer students with questions on this topic to the nearest Canada Employment Centre.
- when discussing term of employment (ie. part-time, seasonal, etc.) ask the students to give an example of each type to see if they understand what the term means. Be prepared to give them some examples if they are unable to provide you with any.
- ask students what to put down if the job has no competition number. If students do not respond "N/A" (not applicable), introduce this term to them.

- the mailing and home addresses for most students will be the same, so just give the information in lecture form.
- ask how many students have a social insurance number to help you decide how fully you should cover this topic. If most of the students have one, simply discuss why it is used. Otherwise, discuss both where to get it and what it is used for.
- if you have kits with you, suggest that students requiring social insurance numbers pick one up after the presentation.
- to test understanding of the term 'post-secondary', ask students for examples.
- students may be intimidated by this section and think they must have post-secondary education. Explain that everyone employed by the company fills out a standard application form.
- emphasize the importance of an employment history to the students. Let them know that it is their experience which sets them apart from other applicants. Stress that time and careful thought should be spent on this section to ensure that they present a good picture of themselves. Make reference to the personal fact sheet as a good place to start.
- you will have to be on the ball to be able to point out the links between students' extra-curricular activities/hobbies and jobs applied for. If you have problems, ask the students what skills the employer may think a student has acquired through a certain hobby or activity.
- many students, particularly those who live on farms, are busy with chores and do not have many hobbies. Tell them to explain the machinery they can operate, or other skills they have developed from their chores.
- ask one student to read the declaration on the application form out loud. Then tell them that by signing and dating it they are in effect making the form a legal document and that any 'exaggeration' can lead to their dismissal. Stress that honesty is very important.

- incorporate area information wherever possible. For example, when discussing 'how did you learn about this competition', say, "you read about the job in the Herald, so write it out: Blairmore Pass Herald, May 4, 1983."

APPLICATION FORM INFORMATION

- the employer has a job available. Now what will he expect you to do?
- application forms help the company make a decision on who to interview.
- it's the first piece of work the employer has from you, so you want to make sure that it is neat, accurate, and complete.
- always type or neatly print application forms. If you have trouble printing in small spaces - practice at home.
- if given the choice, take the application home to fill it out so you can be thorough. Alternatively, you can ask for two forms in case you make a mistake on one.
- read it over before you start completing it. Ask the employer if you have any questions about it.
- be sure to follow the instructions given.
- let's take a look at the sample. (Distribute handout.)
- POSITION APPLIED FOR means the job you want to do.
- do not give the slang version of the position title. Use the proper title because it is more business-like and acceptable to employers.

GRADE 9/10 [for example, say service station attendant instead of gas jockey.

GRADE 11/12 [for example, say administrative assistant instead of office clerk.

APPLICATION FORM INFORMATION

- employers like to hire individuals who have direction. Phrases like 'anything' do not show that the student is flexible, but that they can't decide.
 - if you don't know what positions are available, ask the employer or the person who gave you the form.
 - fill out a separate application form for each position you apply for with one company.
 - a COMPETITION NUMBER is often used by large companies and governments to distinguish between various job openings. One number is assigned to each job.
- GRADE 11/12 [for example, an oil company may need 2 cooks, one in Slave Lake and another in Picture Butte. To avoid confusion, the cook position in Slave Lake has a competition number 932 and the cook position in Picture Butte has the number 933.
- most application forms do not ask for a competition number since most companies do not have numerous job openings.
 - if you are unsure if there is a competition number, ask the employer or refer to the job advertisement.
 - if there is no competition number, do not leave a blank. Write N/A (not applicable). By writing N/A you are showing the employer that you have read and understood the question, but it does not apply.
 - if a large company or chain outlet does not use a competition number, they may ask which store or location you wish to be employed at, or your PREFERRED LOCATION.

APPLICATION FORM INFORMATION

- use the exact address, or if it is in a shopping centre, state the name of the complex.
- you may not want to limit your chances for employment by stating only one or two locations, when you have the means to, or when you are willing to work at any location. In this instance, list your first choice, and underneath write 'also willing to work at any other location within the city/province/country'.
- HOW DID YOU LEARN ABOUT THIS COMPETITION means that the company wants to know how you heard about the job so they can advertise effectively.

GRADE

9/10

give the source where you heard about the job. If you used a newspaper, give the name and date. If you used a personal contact, use the proper name, not 'Mom' or 'Uncle Bill', to appear more professional.

GRADE

11/12

give the source where you heard about the job. If you used a newspaper give the name and date; if you used a personal contact, give their full name. If it was a former employer state this and give his/her name and position title.

- under NAME, believe it or not, it is really easy to goof up. Be sure to give your proper name in the the order that it is requested. Generally surname or last name is stated first. The name used here will be the name on tax forms and pay cheques.
- if you use a name other than your first name, underline it so the employer will know what to call you. If everybody calls you by a nickname, put it in brackets.

APPLICATION FORM INFORMATION

- PART-TIME/PERMANENT/TEMPORARY/SEASONAL means the term of employment for an advertised job. If you are in doubt about this, ask the employer.
- part-time employment is usually work that involves less than 35 hours per week.
- permanent employment continues over an indefinite period of time.
- temporary employment involves regular hours worked over a specified period of time. For example, 8 hours per day for 2 months.
- seasonal employment reoccurs according to the season. (eg. landscaping, Christmas gift wrapper, working at a ski resort, road crew)
- sometimes employers also ask you about the specific hours you can work.
- MAILING ADDRESS refers to a box number or an address where the employer can contact you in the next few weeks.
- PERMANENT HOME ADDRESS would be your parents' address if you are still at home or where your final mail (eg. cheques, T4 slips) should be sent.
- if these addresses are the same, write it in twice unless otherwise instructed.
- writing the address in full twice shows the employer that you are willing to put in a little extra effort to get the job and will likely put out a little extra effort on the job.

APPLICATION FORM INFORMATION

- TELEPHONE numbers are very important because school and business hours are much the same so you can be hard to get hold of. It is important that the employer can easily contact you. If it is difficult to reach you at your home number, leave a number where messages can be left. Neatly put a line through 'business number', and print 'please leave messages with Mrs. Smith at 987-6543 or call residence number after 4:00 p.m.'. Leaving two numbers will double your chances of the employer calling you.
 - be sure to check with your message taker before using their number.
 - ARE YOU BETWEEN THE AGES OF 15 AND 65 is a question asked for legislative reasons which we will discuss later. You simply answer yes or no.
 - THE CANADIAN CITIZEN/LANDED IMMIGRANT section asks if you are legally entitled to work in Canada. If you are unsure, ask your parents.
 - if an employee is BONDABLE, the employer may take out insurance against theft or damage of goods by the bonded employee. Factors which may limit your bondability are age (the person bonded must be considered an adult) and having a criminal record. Bond eligibility depends on the nature of the record. If you are in question as to whether or not you are bondable, check with your parole officer.
- GRADE 9/10
- remember we discussed how to get a SOCIAL INSURANCE NUMBER when we went over the personal fact sheet? This is where you put your number on the application form.
 - always carry your card with you.

APPLICATION FORM INFORMATION

GRADE 9/10 - if you have applied for, but not yet received your social insurance number when you are completing an application form, write 'applied for' in this blank.

- your social insurance number is issued by the federal government to record payroll deductions such as unemployment insurance and income tax.

- everyone who receives a pay cheque must have a social insurance number.

GRADE 11/12 - if you have applied for, but not yet received your social insurance number when you are completing an application form, write 'applied for' in this blank.

- always carry your card with you when job hunting.

- it is also a good idea to know your Alberta Health Care number, just in case you need this information.

- DATE AVAILABLE FOR EMPLOYMENT means the date when you are able to start work.

- use a specific date like June 4, 1983. Words or phrases such as 'immediately' or 'as soon as possible' don't give the employer enough information.

- remember to consider vacation plans, when you will finish your exams, or when you will be leaving your present job.

- DESIRED SALARY is tricky to answer. Try to find out the wage the position starts at. If you do not know, don't guess. You do not

APPLICATION FORM INFORMATION

want to ruin your chances by over-pricing yourself, yet you do not want to get less than the going rate. Do not leave a blank, write 'negotiable.'

- for EDUCATION give the proper name of the school. Some employers may also ask for the location.
- give the years of enrollment (ie. when you attended that school).
- state your highest grade completed, not the grade that you are currently taking. If you are concerned about not being recognized as going into the next grade, with grade 11 completed, write 'currently enrolled in grade 12'.
- post-secondary refers to education beyond high school, such as college, university, apprenticeship courses, etc.
- sometimes the application form will have a section under education entitled 'other'. This is where you list any courses such as Red Cross Lifesaving, First Aid or Babysitting for which you have received a certificate.

Review

- the first page of this application asks for personal data and education, which is basic information. Most employers just glance over this information because it doesn't set one applicant apart from the others. However, if this first page is neat, accurate and complete, the employer will be persuaded to read the second and most important page.

APPLICATION FORM INFORMATION

- the second page requires very specific information such as names, dates and telephone numbers of past employers, supervisors, etc. It is very helpful to have this information written out on a separate sheet of paper to bring with you when you fill out an application form. Your personal fact sheet is very useful for this, and for reminding you of all the job experiences you have had.
- this page gives you a chance to tell the company about yourself, and how you can contribute to their organization.
- under EMPLOYMENT HISTORY, most applications have space for you to record three to five previous employers. They usually ask you to list your most recent employment first.
- employers want to know six facts about your past employment.
- they want to know the name of the employer - that is the name of the company you worked for, or the full name of the person you worked for if there was no company (ie. farm labour).
- students often confuse employer with owner or supervisor. If I work for Mr. Bob Tadpole at the Dilly Ice Cream Bar, who is my employer? The correct answer is the company name - Dilly Ice Cream Bar.
- they want the complete address of the company and the telephone number.
- when filling in the term of employment or how long you worked for the company, use the exact start and finish dates stated as month and year. For example instead of writing '2 months', put 'July 2, 1981 to August 28, 1981'.

APPLICATION FORM INFORMATION

- employers also want to know the name of your supervisor. This is the person who gave you instructions when you worked for that company.
- students often give the owner or manager's name instead of their immediate supervisor. An employer may want to verify some information and will want to speak to your supervisor - the person who knows the most about the quality of your work.
- always give a brief and positive explanation for leaving. This will give the employer a better impression of you. Instead of writing 'quit' write 'returned to school'. 'Disagreement with boss' is negative so put something like 'management policies not conducive to advancement'.
- note that being fired and being laid off are two different things.
- what would you put down if you were fired?
- it is important to be honest. Because you have given your past employer's name and telephone number, a potential employer may phone them and discover that you are lying.
- under position and duties, use the proper position title, then list all the responsibilities and duties of the job. Remember that employers look for a variety of tasks.
- to help identify your duties and responsibilities, ask yourself:
 - . were you responsible for money?
 - . did you assist with inventory, ordering and receiving supplies?
 - . did you operate or repair machinery?
 - . did you have to keep records or books?

APPLICATION FORM INFORMATION

- . did you deal with customer complaints?
- . did you supervise others?

- show that your position involved responsibility by avoiding phrases like 'worked with'. Instead, use 'responsible for' to describe your duties.

GRADE

9/10

- copy your REFERENCES directly from your personal fact sheet.
- remember to be sure that your references are aware that they may be called by an employer to provide a reference.

- references are people whose names you give to the employer so he/she can call them to find out about your personal character and work habits.

- employers prefer people who know the applicant in a work-related atmosphere (ie. past employers, supervisors). However, you can also use teachers, coaches, youth leaders, clergy, or adult friends of the family.

GRADE

11/12

- relatives or school friends should not be used as references. Employers will consider these people biased because of their association with you.

- be selective as to who you use as a reference. The person you ask should know you well, and be able to make positive comments on your work habits and personality. An employer who has fired you would not be a good reference.

- make sure you ask the people before putting them down as a reference.

APPLICATION FORM INFORMATION

GRADE 11/12 [if you are interested, there is a handout on the front table that shows the kinds of questions asked on a reference check.

- employers use the GENERAL INFORMATION section to find out about enthusiasm and ability by asking applicants about their activities. Skills learned through activities can often help on the job. For example, by playing on a team, you learn to work well with others - to co-operate. Handicrafts or rebuilding motors indicates you work well with your hands - you have good manual dexterity.

GRADE 9/10 [this may be the most important section of the application form, as it gives you the chance to show the employer that your enthusiasm can make up for what you may lack in experience. This section is where you let your personality shine!

- describe both past and present club involvement, activities, hobbies and special skills. (Use your personal fact sheet for reference.) Note the length of your involvement, offices or positions held, awards and special accomplishments.

GRADE 9/10 [employers also use this to assess your written communication skills. Avoid one word descriptions like 'sports' or 'macrame'.
- Instead offer a brief explanation in sentence form.

GRADE 11/12 [this section allows you to give expanded answers, and thereby promote your skills. Often, how you say something is as important as what you say. For example, instead of writing a short phrase such as 'student council member', you may say something like 'accepting the responsibility of being President of the Centre High Students' Council was not only a rewarding challenge, but helped me develop effective organizational and leadership skills'.

APPLICATION FORM INFORMATION

- if possible, relate this information directly to the job you are applying for. For example, you could say:

GRADE 9/10 ["my interaction with children as a coach for pre-school gymnastics would help me in developing a recreation program for youngsters."

GRADE 11/12 ["my responsibilities as Secretary-treasurer for the Centre High Students' Council have given me accounting skills which would help me in the position of bank teller."

- the DECLARATION at the end of the application form is a statement of accuracy validated by the applicant's signature and the date the application was completed.

GRADE 9/10 [signature means to write your name, not print it.

SUMMARY

- employers ask questions for a reason, so be sure you supply the answers in a way that will attract their interest. The application form is the first chance you get to sell yourself - don't make it the last by submitting an unreadable or incomplete application form.
- some application forms do not give you much space to put in the answers. It is a good idea to practice printing or writing clearly in small spaces.
- better yet, type the application.
- before you hand in your application, read it over carefully. Ask yourself, "What is my impression of this person? Would I hire me?"

APPLICATION FORM INFORMATION

- use a dictionary to check for spelling errors; watch your grammar.
- if possible, have someone proofread it for you.
- submit the application as early as possible.
- you will make a good impression if your application is complete, neat and accurate. If an employer cannot find any other way to differentiate between applicants, these points can influence the hiring decision.
- remember, if you lie or exaggerate on an application form, it may ruin your chance of getting a job.
- unless the employer asks you not to, do a follow-up phone call on your submitted application.

SAMPLE APPLICATION FORM

POSITION APPLIED FOR	COMPETITION NUMBER		HOW DID YOU LEARN ABOUT THIS COMPETITION?
	PREFERRED LOCATION		
SURNAME	FIRST	MIDDLE	PERMANENT PART-TIME TEMPORARY SEASONAL
MAILING ADDRESS			PERMANENT HOME ADDRESS
RESIDENCE BUSINESS TELEPHONE			ARE YOU BETWEEN THE AGES OF 15 AND 65? YES NO
CANADIAN CITIZEN/ LANDED IMMIGRANT YES NO	ARE YOU BONDABLE? YES NO		SOCIAL INSURANCE NUMBER
IF SUCCESSFUL, DATE AVAILABLE FOR EMPLOYMENT?			DESIRED SALARY?

EDUCATION				
	INSTITUTION	STARTED	LEFT	HIGHEST GRADE CERTIFICATE/DIPLOMA
HIGH SCHOOL		MO. YR.	MO. YR.	
		MO. YR.	MO. YR.	
		MO. YR.	MO. YR.	
POST-SECONDARY		MO. YR.	MO. YR.	
		MO. YR.	MO. YR.	
		MO. YR.	MO. YR.	
		MO. YR.	MO. YR.	

EMPLOYMENT HISTORY

EMPLOYER:

POSITION AND DUTIES

ADDRESS:

TELEPHONE:

TERM OF EMPLOYMENT:

SUPERVISOR:

REASON FOR LEAVING:

REFERENCES

NAME	ADDRESS	TELEPHONE	OCCUPATION	YEARS KNOWN
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GENERAL INFORMATION (HOBBIES, ACTIVITIES, VOLUNTEER WORK)

DECLARATION: I hereby declare that to the best of my knowledge, the information on this application form is complete and accurate in every respect. I understand that a false statement will disqualify me from employment or cause my subsequent discharge if I am employed.

DATE:

SIGNATURE:

APPLICATION FORM RECAP

- an application form is the first piece of work the employer has from an applicant so you want to be sure it's neat, accurate and complete.
- read it over before you start to complete it, and ask the employer any questions you have about it.
- follow the instructions given.

Position Applied For

- the job you want to do.
- use the proper title.
- fill out a separate application form for each position you apply for with one company.

Competition Number

- a number used by large organizations to distinguish between various job openings.
- if there is no competition number, put N/A (ie. not applicable).

Preferred Location

- the area or community where you prefer to work.
- list your first choice, then if applicable, note that you are also willing to work at other locations within the city/province/country.

How Did You Learn About This Competition

- used by employers to gauge advertising effectiveness.
- write in the specific source.

Name

- answer exactly as requested.
- put a nickname in brackets.

APPLICATION FORM RECAP

Date Available for Employment

- put the specific month, day and year you will be available.

Desired Salary

- find out the wage the position starts at.
- don't guess - instead write 'negotiable'.

Education

- give the proper name of the school.
- state highest grade completed.
- post-secondary means after high school.

Employment History

- employers want to know
 - . the name of the company, or the full name of the person you worked for if there was no company
 - . the complete address and telephone number
 - . how long you worked there - use specific month and year dates
 - . the name of your supervisor
 - . why you left the job
 - . use the correct position title, then, using action words, list all your job duties

References

- people whose names you give to an employer so he/she can call them to find out about your personal characteristics and work habits.
- employers prefer people who know you in a work-related environment (eg. past employers).
- don't use relatives or school friends.
- ask people before using them as a reference.

Part-time/Permanent/Temporary/Seasonal

- part-time employment is work that involves less than 35 hours per week.
- permanent employment is work continuing over an indefinite period of time.
- temporary employment is regular hours worked for a specific period of time (eg. six months).
- seasonal employment reoccurs according to the season.

Mailing Address

- where the employer can contact you in the next little while.

Permanent Home Address

- your parents' address if you still live at home or where mail can be sent for forwarding to you.
- if the addresses are the same, write them in twice.

Telephone

- if there is no one home to take calls during business hours, arrange for someone to take messages for you.

Are You Between The Ages of 15 and 65

Canadian Citizen

Bondable

- require yes or no answers.

Social Insurance Number

- issued by the federal government.
- everyone who receives a pay cheque must have a social insurance number.
- if you have applied for, but not yet received your number, write 'applied for' in this blank.
- always carry it with you when job hunting.

APPLICATION FORM RECAP

General Information

- the section of the application form where you get to sell yourself.
- list all activities and experiences that have some relationship to the job you are applying for.
- this is where your personal fact sheet comes in handy.

Declaration

- a statement that the information provided on the application form is accurate, validated by the applicant's signature and the date the application form was completed.

SUMMARY

- make a good impression by submitting a neat, accurate and complete application.
- submit the application as early as possible.
- do a follow-up call on your submitted application.

UNIT 5 - THE RESUME

Unit Content

- definition
- personal data
- education
- employment history
- special skills
- additional information
- career objectives
- references
- covering letter
- summary

Grade Level Emphasis

- with grades 9/10, detail the definition of both the resume and covering letter. Emphasize that completing a personal fact sheet will help students prepare both.
- with grades 11/12, detail all sections. Emphasize the importance of preparing a resume and covering letter that will catch the employer's eye and get applicants the interview.

Notes

- do not cover this information with grade nines unless the teacher specifically asks you to. Simply tell them what a resume is, that it can be developed from a personal fact sheet, and suggest that they pick up a sample resume and covering letter as they leave.

- students in the higher grades need this information because they may be looking for jobs that require this kind of application.
- ask the students if they know what a resume is, if it has been covered in class and in what grade. Use their responses and the amount of detail you have provided about application forms to determine how quickly you can cover this unit.
- it is easiest to discuss the resume by handing out the sample so students can see the physical layout and wording of the information. Cover the material by section, using a more straight forward lecture style to speed your delivery.
- your research will show different resume formats. As well, there are numerous articles on how to make a resume stand out (eg. use buff coloured paper, have it printed pamphlet style, etc.) In the final analysis, what is used is a matter of individual choice. Make sure your discussion reflects this.
- this guide uses a chronological format simply because it is easier to explain and thus saves time. The samples provided use student experience in order to be more relevant.
- although a resume is not always requested, it is impressive because it shows applicant effort.
- in larger centres, students have access to professional resume writing services. These resumes contain strong action words, look impressive, and sometimes create deceiving expectations about qualifications. Caution the students that they must be able to live up to these employer expectations during the interview.
- hand out the sample covering letter to help demonstrate that the information in the letter is different from the information in the resume. Discuss the letter to show students how to state the intent and purpose.

- the following article, along with the "Job Seekers Handbook" are good reference sources for this unit.

DEVELOPING A RESUME

Your resume is a written summary of all the information about you that will interest an employer. It is an important tool in any job search; a good resume transforms a job applicant into a job candidate.

A RESUME IS A PROMOTIONAL PIECE:

A device to get someone to take a serious look at you. It will help you to get that all important interview with an employer by sparking interest in your abilities. It must be concise, easy to read and organized in such a way as to draw immediate attention to your most significant skills and achievements.

CONTENT:

Prepare a page which includes the following information:

- Position applied for (state title of position and include any competition number).
- Name
- Address
- Telephone numbers (business and residence)
- Education (include name of educational institution, course completed, date and diploma or degree obtained).
- Training courses
- Date available for work if accepted.

WORK EXPERIENCE OR EMPLOYMENT RECORD:

An essential ingredient of any resume. Dates should be given along with company names and addresses and a description of your work. Job descriptions should be brief but include the specific tasks performed, the skills required, the scope of your responsibility and any promotions or recognitions. If you are just entering the work force, you may feel that you have very little experience and you, therefore, cannot produce an effective resume. NOT SO. You can state job goals, part-time work, summer work and volunteer work. Anything that is favourable should be included.

REFERENCES:

References do not necessarily have to appear on the resume, however, they should be available upon request so have them ready. Choose your references carefully and try to get a "variety". Previous employers are usually willing to act as references. Avoid using the names of relatives. Consult the people you choose before you use their names.

A POINTER TO REMEMBER WHEN YOU ARE PUTTING THE CONTENT TOGETHER:

Your resume should be tailored to the job. "Blanket" resumes may not be effective if they do not emphasize the appropriate facets of your qualifications in relation to the job you have applied for.

RESUME INFORMATION FOR GRADES 9/10

- a RESUME is a brief one or two page fact sheet about yourself. The type of information given in a resume is similiar to what you have on your personal fact sheet or give on an application form. For example, you provide personal data, employment history, education, additional information and possibly references in a resume.
- a resume should be neat accurate and easy to read. It should never be more than two typed pages. When deciding on the layout, leave lots of white space. This will make it easier to read. Do not date or sign a resume.
- as with an application form, always proofread, checking for spelling mistakes and phrasing. Have someone read it over to catch the mistakes you miss.
- a COVERING LETTER is the business-type letter that is sent with your resume.
- the letter should introduce and personalize the resume. Keep the job you're applying for in mind. Include specific references to it in the letter.

RESUME INFORMATION FOR GRADES 11/12

- the RESUME is a concise one to two page fact sheet about yourself. The type of information given in a resume is similar to what may be asked on an application form. For example, you provide personal data, employment history, education, additional information and possibly references in a resume.
- a resume gives a professional touch to job hunting. It may act as your application, although you may be required to fill out an application form as well.
- it should be updated regularly.
- you can choose to write either a blanket or job specific resume.
- a blanket resume is a general resume used when applying for any job. It saves time by being all purpose and thus can be photocopied. You can compensate for its generality by sending it with a carefully tailored covering letter.
- a job specific resume allows you to include information about your skills and abilities that relate directly to a particular job. For example, if you were applying for my job, you'd want to highlight your public speaking and group work experiences.
- the information should be listed in reverse chronological order. List your most recent experiences first.
- a resume should be neat, accurate, and easy to read. It should never be more than two typed pages. When deciding on the layout, leave lots of white space. This will make it easier to read. Do not date or sign your resume.

RESUME INFORMATION FOR GRADES 11/12

- always proofread, checking for spelling mistakes and phrasing. Have someone else read it over to catch the mistakes you might miss.
- the key to a good resume is organization. Here's a sample resume. Let's take a look at it. (Distribute handout.)
- for PERSONAL DATA, always include your name, address and telephone number. Make sure that you can be easily contacted. You may want to use two telephone numbers (ie. home and work, or a number where messages can be left).
- as with the application, for EDUCATION list the names of schools attended, types of program enrolled in, years that you started and completed, and the diplomas, certificates, or degrees and special awards received.
- you can also include non-school courses (ie. First Aid, Powder Puff Mechanics) which you have successfully completed, or put this in under "additional information" - wherever it will stand out better.
- under EMPLOYMENT HISTORY, include your past employer's name, location and the length of employment. Use specific month and year start and finish dates. If it will be to your advantage, include the name of your immediate supervisor and the reason you left the job.
- document your past work experience by describing the duties and the responsibilities of each position held. Use action words like 'responsible for'.

RESUME INFORMATION FOR GRADES 11/12

- volunteer work and participation in a work experience program in school may also be organized into this section, but be sure to indicate it as such.
- then list your SPECIAL SKILLS (eg. typing, driver's license, ability to operate and/or repair machinery).
- list all your skills, to clearly show everything you have to offer the employer.
- under ADDITIONAL INFORMATION, describe your past and present involvement in clubs, hobbies, or sports activities. Include information about the length of your involvement, positions held, and awards received because employers want to see people who have successfully assumed responsibility in some endeavour.
- CAREER OBJECTIVES should only be stated when you have a definite career goal; otherwise it may limit your chances.
- if you put one in, relate how the job applied for would help you attain your career objective.
- REFERENCES can be included in the resume or 'made available upon request'.
- list two or three references on the resume and/or attach a letter of reference. Give their names, addresses and telephone numbers, and if you like, indicate how long they have known you.
- if you have no employer references, it is best to use a variety of people (ie. a teacher, a next door neighbour who has watched you grow up over the years, or a club leader).

RESUME INFORMATION FOR GRADES 11/12

- always receive permission from all your references before using their names. If possible, tell them the position for which you are applying. This gives the reference a chance to think about what they will say if an employer calls.
- take a look at the sample COVERING LETTER, also called a letter of application.
- always send a covering letter with your resume. It should be addressed to a specific position, for example, Personnel Manager, XYZ Company, preferably using the name of the person in that position.
- the letter should introduce and personalize the resume. Keep the job you're applying for in mind, especially if you are using a blanket resume. Include specific references to the job in the letter.
- you want the letter to create an interest in the resume and in you. The first few sentences are most important to spark the employer's interest. State your most significant related experience early in the letter.
- close the letter by politely requesting an interview.
- the letter may be handwritten, but typed letters are more business-like.
- be sure that it is signed and dated, has a return address, and includes telephone numbers where you can be reached.

RESUME INFORMATION FOR GRADES 11/12

SUMMARY

- it is important that the resume and covering letter be business-like, accurate and easy to read.
- the information should make the employer want to meet you for further discussion.
- keep old resumes for future reference.

Sample Covering Letter (Urban)

RESUME HANDOUT

May 19, 1983
12200 - 55 Street
Edmonton, Alberta
T1B 2C3

Professor Robyn Simpson
Special Projects Coordinator
Department of Special Projects
Faculty of Extension
University of Alberta
Edmonton, Alberta
T6G 101

Dear Professor Simpson:

In response to your advertisement in the May 14 edition of the Edmonton Journal, I would like to be considered for the position of Score Runner for the 1983 World University Games.

I am a high school student seeking summer employment. My active involvement and interest in sports has provided me with an understanding and interest in sporting rules and regulations.

Enclosed is a resume outlining my qualifications and past experience which I believe will be helpful to you. Please feel free to contact me for an interview at your convenience at 456-7899.

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Lorne Jackson

Lorne Jackson

Enclosure

Sample Resume (Urban)

RESUME HANDOUT

Lorne Jackson
12200 - 55 Street
Edmonton, Alberta
T1B 2C3
Telephone: 456-7899
(Messages can be left at 942-1156 between 8 a.m. and 5 p.m.)

Education

1980 - 1983	West Central High School Matriculation Program Graduating in June, 1983
1977 - 1980	West-End Junior High School

Employment History

September 13, 1982 - Present Part-time Employment Supervisor - Mr. Don Jones	Fitness Instructor, Edmonton YMCA - responsible for the development of a fitness program for pre-schoolers - responsible for course registrations - instruction of fitness classes - responsible for evening lock-up
June 28 - August 31, 1982 Summer Employment Supervisor - Ms. Joan Dons	Camp Counsellor, Camp He Ho Ha Pigeon Lake, Alberta - assisted in the coordination of recreation programs - supervised children - administered first aid
July 2 - August 28, 1981 Summer Employment Supervisor - Mr. Al Bat	Little League Baseball Coach, City of Edmonton Parks and Recreation Department - organized practice and game schedules

RESUME HANDOUT

- instructed players on rules and techniques
- supervised games, practices and tournaments
- responsible for equipment maintenance

September 10 - January 15, 1980
Work Experience Program in school
Supervisor - Ms. Teacher

Grade 2 Teacher's Aid, West-End
Elementary School, Edmonton

- marked papers
- prepared and instructed physical education class
- lunch-room supervision

Special Skills

- Class 5 Operator's license (standard and automatic transmission)
- Coaching I Certificate (baseball)
- Emergency First Aid Certificate
- Cardio-pulmonary Resuscitation Certificate
- Typing: 35 words per minute

Additional Information

- played shortstop for the Edmonton Saints for the last two years
- elected sports representative for the West Central High Student Council
- served on the entertainment committee for the Interchange on Canadian Studies conference held in Edmonton, May 1982

Career Objective

- a career as a program coordinator for a recreation facility

References

- available upon request

Sample Covering Letter (Rural)

RESUME HANDOUT

May 19, 1983
Box 100
Rocky Rapids, Alberta
XOV 2B8

Dr. Leslie Stephenson
Rocky Rapids Veterinary Clinic
RR #2
Rocky Rapids, Alberta
XOV 2B8

Dear Dr. Stephenson:

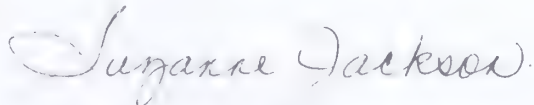
In response to your advertisement in the May 14 edition of the Rocky Rapids Star, I would like to be considered for the position of Kennel Assistant with Rocky Rapids Veterinary Clinic.

I am a high school student seeking summer employment. My experience on the farm has given me knowledge and skill in the care of animals which would be beneficial for this position.

I have enclosed a resume outlining my past experience and other qualifications which I believe will be helpful to you. Please feel free to contact me for an interview at your convenience at 558-8608.

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script that reads "Suzanne Jackson".

Suzanne Jackson

Enclosure

Sample Resume (Rural)

RESUME HANDOUT

Suzanne Jackson

Box 100

Rocky Rapids, Alberta

XOV 2B8

Telephone: 558-8608

(Messages can be left at 555-7707)

Education

1980 - 1983

Rocky Rapids High School

Matriculation Program

Graduating in June, 1983

1977 - 1980

Rocky Rapids Junior High School

Employment History

1980 - Present

Farm Labourer, Rocky Rapids, Alberta

Part-time Employment

- responsible for the feeding and care of farm animals including cattle, horses, poultry and domestic pets
- assist in yard upkeep by clearing brush, fencing and painting
- maintain barn and corral area

Supervisor: Mr. Ralph Jackson

July 2 - August 31, 1982

Farm Labourer, Rocky Rapids, Alberta

Summer Employment

- assisted in planting and harvesting crops
- developed skills in the operation and maintenance of tractors and other farm machinery
- operated small power tools such as a chainsaw and rototiller

Supervisor: Mr. Ralph Jackson

July 1981

Volunteer Work

Supervisor: Ms. K. Soles

Junior Director,

Rocky Rapids Fair Board

- worked in cattle and horse barns
- allocated space for fair entries
- assisted entrants with exhibit set-ups
- assisted judges by recording and compiling scores
- cleaned up the barn-site after the exhibition

Special Skills

- Class 5 Operator's license (standard and automatic)
- Experience in operating harvesting machinery (ie. tractor, combine, swather)
- Emergency First Aid Certificate
- Typing: 35 words per minute

Career Objectives

- a career in Veterinary Medicine

Additional Information

- active member of the Rocky Rapids 4H Beef and Tractor Club since 1977
- have shown and received awards for cattle I have raised and groomed
- played shortstop for the Rocky Rapids Saints since 1981

References

- available upon request

RESUME RECAP

- a resume is a brief fact sheet that provides information similar to that given on an application form.
- it may act as an application.
- it allows you to be selective about the information provided and present it in its most favourable light.
- list your education and employment history in reverse chronological order.
- a resume should be no more than two typed pages, and have lots of white space so it is easy to read.
- always proofread it.
- do not sign or date it.
- send a resume with a covering letter.
- update resumes regularly, and retain old ones for reference.

Personal Data

- include your name, address, and telephone number(s).

Education

- provide names of schools attended, programs enrolled in, years started and completed, and degree, certificate or awards received.
- can also include non-school courses successfully completed.

Employment History

- list past employers' names, location, and length of employment - use specific month and year dates.
- if it is to your advantage, provide the names of immediate supervisors, and give the reason for leaving the jobs.
- document duties and responsibilities - use action words.

- in this section you can also indicate any applicable volunteer work and participation in a work experience program at school. Be careful to note it as such.

Special Skills

- list all skills, highlighting those relating to the job applied for.

Additional Information

- describe your involvement in clubs, hobbies and sports.
- include the length of involvement, positions held, and awards received.
- emphasize those related to the position you are applying for.

References

- may be included or made 'available upon request'.
- list two or three.
- use a variety of people, preferably those who have knowledge of your work habits.
- check with references before using their name.

Career Objectives

- list only if you have a definite goal.
- relate job applied for to the goal.

Covering Letter

- also termed a letter of application.
- address it to the personnel manager, by name if you know it.
- the letter introduces and personalizes a resume.
- state the most significant information early in letter.
- close by requesting an interview.

RESUME RECAP

- the letter should be only one page in length.
- it must be signed, dated and have a return address and your phone number on it.

SUMMARY

- a resume and covering letter should be business-like, accurate and easy to read.
- it must make the employer want to meet you.
- keep copies of outdated resumes for future reference.

UNIT 6 - THE INTERVIEW

Unit Content

- definition
- good/bad/shy role play and discussion for each
- summary

Grade Level Emphasis

- the emphasis for all grades is on being prepared for the interview in order to improve individual effectiveness.

Notes

- the purpose of this unit is to show students how to handle an interview. The information is best relayed through role plays followed up by discussion and handouts.
- script outlines are provided for good, bad and shy role plays. The discussion sheet for the bad interview is used in reverse for the good one. There is also a discussion sheet specific to the shy interview role play.
- an interview role play requires two people. It may be you and another presenter, you and a teacher, or you and a student. You play the part of the student going to the interview, and the other person will play the interviewer.
- prior to the presentation, explain the purpose of the role play to the participating student or teacher, and how he/she should act. Indicate that a role play works best when only one of the actors (ie. you) overexaggerate and that they have the 'straight' role. Then give them a script that outlines exactly what you want them to do.
- don't let your audience get confused. Prior to starting the role play, give a clear explanation of the scenario. (eg. "This is an example of a bad interview. I'm Joe Jobless. I've been having trouble getting a job. Watch what I do and tell me how I can improve my style.") This is especially important with older

students, who otherwise might interpret the role play as 'juvenile'.

- this minute or less of introduction helps the students 'change gears' and relax, and allows the presenter to maintain credibility for the overall presentation.
- keep in mind that you will need two chairs at the front of the class for the interview.
- when you play the bad applicant, your role is a sullen and bored student. Do not play an enthusiastic student who just can't answer questions well. Otherwise, the students won't be sure whether they would hire the person or not. They, like many employers, might consider that the enthusiasm shows a potentially good employee.
- points about dress, attitudes and realistic expectations can be emphasized during the role play.
- use props such as a dirty T-shirt, ball cap and bubble gum to visually demonstrate the importance of dress and attitudes.
- try to follow the 'bad' interview role play with a 'good' one to show the contrast. In both interviews, the applicant should reflect the same person, to show how the individual has learned from one to the other how to properly conduct him/herself and effectively answer the interview questions.
- immediately after the role play, bring the students back into the discussion by asking questions. (eg. "Would you hire me? Why not? What did I do wrong?")
- the role play generally elicits enthusiastic student response. However, if the class remains silent, ask simpler questions with more obvious answers. (eg. "Was there anything wrong with my entrance? Did I give a business-like handshake? What was wrong with it?")
- elaborate on each point raised by a student. Explain why the employer would be less likely to hire you because of it.

- use your discretion when deciding how much time to spend on each of the role plays. With some classes, you may want to do the whole bad interview and go over it in detail, use a quick good interview as a summary, and just do enough of the shy interview to give the class the general idea, or vice-versa.
- mention that interviews can be done by one person, or there can be an interview board or panel comprised of several individuals.
- as well, students should subtly be made aware that employers/interviewers in any industry (eg. construction, nursing) can be either male or female. This will prevent surprises resulting from unconscious stereotyping.

INTERVIEW INFORMATION

- what is an interview?
- an interview is a conversation that allows the employer to decide whether the applicant is right for the job, and the applicant to decide whether the job is right for them.
- interviews are usually held a few days (or even weeks) after the employer has received an application or resume.
- not all companies will interview a summer student but most permanent jobs require that an applicant be interviewed at least once - if not two or three times.
- it is during the interview that many people lose the job.

ROLE PLAY OF BAD, GOOD AND/OR SHY INTERVIEWS FOLLOWED BY A DISCUSSION OF EACH.

INTERVIEW INFORMATION

BAD INTERVIEW ROLE PLAY SCRIPT

Applicant: (Walk into the employer's office unannounced) "Are you Ms./Mr. _____? I had an interview at . . . " (quote the time 10 minutes ago to show you are late for the interview.)

Employer: "Yes, Ms./Mr. _____. Please come in." (Extend arm for a handshake and motion applicant to a chair)

Applicant: (Place coat/hat in employer's outstretched hand, take the employer's chair rather than the chair indicated and put your feet up on the desk)

Employer: "Well, why do you want to be a lifeguard?"

Applicant: (Demonstrate a bad attitude) "For two reasons: to pick-up gorgeous girls/hunky guys, and for the money, of course!"

Employer: "Do you have any experience related to lifeguarding?"

Applicant: (Show disinterest and negativity) "Well, like I'm taking swimming lessons ya know? And anyhow, all ya gotta do is like sit up in the chair and get a suntan, cause nobody ever drowns anyway, and like there's no 'Jaws' around here."

Employer: "It says here that one of your references is Princess Diana. Do you know her personally?"

Applicant: (Show that you do not know the reference and that you lied on the application form) "Hey! I was wondering if you'd notice that. I just put that down to see if you really read those things! Neat!!"

Employer: "You left your last job after only 4 days on the job. What happened?"

Applicant: (Bad-mouth the former employer) "Like my boss was a total zero. When he told me I couldn't wear my 'Levis', that was one thing. But when he said I couldn't wear my lucky baseball cap, like, I mean, that was too much, eh? So we had it out in the back room and I told him what he could do with his dress code and he fired me."

Employer: "Are you willing to work shifts?"

Applicant: (Show inflexibility and that you are not listening to the employer) "Ya, whatever, as long as I don't have to work in the mornings cause I like to sleep in, and not on week-ends cause that's when me and my friends hang-out."

Employer: "What do you do in your spare time? You left the additional information section on your application blank." (Points out the importance of being complete on an application form)

Applicant: "Oh ya, like, I'm part of a motorcycle gang. We call ourselves the Black Bandits. We've got these black leather jackets, see, and like every week-end, we go and terrorize one of the small towns. Like last Friday night we crashed this party till the cops showed up, and . . ." (ramble on, not letting the employer lead the interview)

Employer: "Do you participate in any extra-curricular activities?"

Applicant: (Demonstrate a conversation stopper, impoliteness and the importance of going alone to an interview) "Nope . . . Hey, is this going to take much longer? My friends are waiting outside."

Employer: "No, no longer at all. I don't have any further questions. Do you have any questions you'd like to ask?"

Applicant: (Exemplify bad manners) "Ya . . . like when do I start?"

Employer: "Well, we'll be interviewing more candidates and we'll let you know some time next week."

Applicant: (Walk off muttering) "Ya, ya, I've heard that one before."

INTERVIEW INFORMATION

GOOD INTERVIEW ROLE PLAY SCRIPT

Employer: (Goes to the door and greets the applicant) "Good morning/Good afternoon. I'm Ms./Mr. _____. "
(Extend hand for handshake, motion applicant to chair)

Applicant: (Start off on the right foot by shaking the employer's hand), "Good morning/Good afternoon
Ms./Mr. _____. " (Take seat the employer offers)

Employer: "Well (name of applicant), why do you want to be a lifeguard?"

Applicant: (Show having prepared an answer by thinking about what she/he can do for the company) "I like
to work outdoors, and I am attentive. In a previous job, I worked as a store clerk and had to
assist customers. I enjoyed this interaction and would like a job where I can again deal with
the public."

Employer: "Do you have any experience related to lifeguarding?"

Applicant: (Relate other jobs/interests to job applied for to make up for a lack of experience) "No,
however, I have just received by bronze medallion and lifeguard certificate in swimming."

Employer: "May I contact your references?"

Applicant: (Show the proper use of references) "Yes, I have checked with them, and they are willing to
answer any questions you may have. You may also want to look over my previous employer's letter
of recommendation that I attached to my application."

Employer: "You left your last job after only 4 days. Why?"

Applicant: (Demonstrate how a negative situation can be expressed positively) "My employer and I agreed
that I could work more effectively and with more satisfaction in another job."

Employer: "Are you available to work shifts?"

Applicant: (Show flexibility and interest by asking a question) "Yes, I would enjoy the variety. What
hours are the shifts?"

Employer: "9 - 5 and 2 - 9, on a rotating weekly basis, with every second weekend off. What do you like
to do in your spare time or free week ends?"

Applicant: "I am a member of a cycle club, and we cycle between 50-100 miles per week-end."

Employer: "I don't have any more questions, do you have any questions you would like to ask?"

Applicant: "Yes, when do you think you'll be deciding on the position?"

Employer: "Well, we'll be interviewing more candidates and we'll let you know some time next week."

Applicant: "Good." (Rise) "Thank you very much for your time." (Shake hands, smile at the employer and
leave)

INTERVIEW INFORMATION

SHY INTERVIEW ROLE PLAY SCRIPT

Employer: "Good morning/Good afternoon. I'm Ms./Mr. _____, would you like to come in?"

Applicant: (Look around) "Oh! You mean me! ! !?" (Laugh nervously, wipe sweaty hands on pants, shake employer's hand and sit down)

Employer: "Well (name of applicant), why do you want to work as a lifeguard?"

Applicant: (Stare at the floor, shoulders rounded, peek up at the interviewer and mumble) "Cause I like to work outside."

Employer: "Do you have any experience related to lifeguarding?"

Applicant: (Pick up a pen from employer's desk and start clicking and tapping it, generally fidgeting. Apologetically say) "Not really . . . I've got my bronze medallion."

Employer: "May I contact your references?"

Applicant: (Start to chew on the pen, mumble through the pen and shrug your shoulders) "I guess so . . . I mean, if you want to."

Employer: "You left your last job after only four days. Why?"

Applicant: (Shift position in chair, stare at floor) "I was hired as a door-to-door salesperson, but they said I wasn't outgoing enough."

Employer: "Are you available to work shifts?"

Applicant: "Mmmm."

Employer: "What do you do in your spare time?"

Applicant: (Shift position in chair again, almost falling over) "I take ballet/public speaking classes."

Employer: "I don't have any more questions, do you have any questions you would like to ask?"

Applicant: (Shake your head)

Employer: "We will be interviewing some more candidates, and we will let you know about the position next week."

Applicant: (Get up to leave and trip over your own feet)

INTERVIEW INFORMATION

DISCUSSION POINTS FOR THE BAD INTERVIEW ROLE PLAY

- what did I do wrong?

Arrived late

- arrive five to ten minutes early. This will prevent you from giving a bad impression by arriving late and will give you time to relax. But don't arrive too early - you'll only get more nervous.

Brought friends

- always go to an interview alone. This shows independence and self-confidence.

Sloppy attire/appearance

- preparing yourself means thinking about your appearance and the way you present yourself. Make sure you and your clothes are neat and clean.
- use common sense to dress appropriately. Dress up enough to look business-like and to show that you care about the job, but don't overdress.

Chewing Gum

- during the interview, avoid distracting the interviewer with gum chewing, smoking, and nervous fidgeting.

Didn't follow the employer's lead

- let the employer lead you. Let him/her decide how long and how formal the interview will be.
- when greeting the employer, smile, look him/her in the eye, be friendly but business-like. If the employer offers to shake hands,

INTERVIEW INFORMATION

do it. A handshake is a friendly business-like greeting. Sit where the employer motions for you to sit.

Distracted - didn't look the employer in the eye

- maintain eye contact. Look at the interviewer to show that you are interested in what she/he is saying.

Watching the clock

- allow yourself enough time for the interview; it may last from five minutes to an hour. It will help you relax if you are not pushed for time.

Rude/slang language and a bad attitude

- your attitude is the most important aspect of an interview. This will be reflected by your posture, appearance and conversation.

Bad mouthing former employer: responding in a negative rather than a positive manner

- always respond in a positive manner. For example, rather than saying you were fired, say that both you and your former employer agreed that you would gain more satisfaction from another job.

Limiting or conversation stopping replies

- take time to think before answering the question. Do not give rambling answers, but also avoid 'yes' and 'no' responses. They kill the conversation and do not provide the interviewer with enough information.

Not knowledgeable about the company or position applied for

- know what the company does, how long it has been in operation, and how many employees work there. This information will help you understand why the employer asks certain questions and will give

INTERVIEW INFORMATION

you a better idea about what it would be like working for that company. The employer is more likely to hire someone who shows an interest in the firm.

- information may be obtained by talking to someone who has had the job before, or by telephoning the company, the Chamber of Commerce, or the Town Office. Larger companies sometimes have pamphlets with this information.

DISCUSSION POINTS FOR THE SHY INTERVIEW ROLE PLAY

- what did I do wrong?

Lack of confidence

- try to be fairly sure of yourself, and your qualifications for the job. Remember, employers are not out to intimidate you. They want to give you the chance to show how good an employee you could be.

Bad posture and no eye contact

- body language speaks to an employer. If you sit up straight in the chair and look the employer in the eye, you will come across as more confident and interested, even if you are trembling in your boots!

Mumbling

- speak loud enough so that the employer need not strain to hear you. If your nervousness makes you trip over your words, talk more slowly.

Fidgeting

- lots of people fidget or tap their toes when they are nervous and don't even realize it. If you can't avoid the temptation, or can't

INTERVIEW INFORMATION

be sure you won't unconsciously start to fidget, lightly clasp your hands on your lap and leave them there.

Didn't answer in full sentences

- avoid one word answers. They kill the conversation and do not provide the interviewer with enough information.

Shifting position in the chair

- sit in a position that you can be comfortable in for one-half to three-quarters of an hour. Changing positions is awkward and distracting to both the interviewer and applicant.

Tripped Over Feet

- watch for obstructions, even if they are your own feet! The best defense against nervous clumsiness is to slow down and be conscious of what you are doing.
- on the front desk, there is a handout with tips on how to reduce nervousness, that you are welcome to take when you leave.

SUMMARY

- let's run over the points to remember for interviews
 - . always arrive early
 - . go alone
 - . make sure you and your clothes are neat and clean
 - . do not overdress
 - . do not chew gum, smoke or fidget
 - . follow the employer's lead
 - . maintain eye contact
 - . allow yourself sufficient time to avoid being rushed
 - . do not use rude language
 - . always respond in a positive manner

INTERVIEW INFORMATION

- . avoid 'yes' and 'no' answers
 - . know what the company does
 - . anticipate the kinds of questions you'll be asked and practice your answers
-
- when you go to an interview, remember that it is your qualifications in relation to the specific job available that are being evaluated, not your value as a person. However, you do want to reflect an enthusiastic, interested and dependable person. In other words, you want to sell yourself. If you have few qualifications or little experience, your enthusiasm and attitude may be able to make up for it.
 - remember too that each interview will be different. We can only give you a general idea of what to expect.
 - there are several handouts on the back table that list the kinds of things employers look for, the questions most frequently asked in interviews and on reference checks, and some reasons why people do not get the job. These are good to review just before going to an interview

It's natural to be a bit nervous or shy when meeting someone for the first time, especially when that person is an employer! The best way to combat a case of nerves or shyness is to be prepared. Research the company, and take care of all the little, but important things before you get to the interview. You should

- take a shower or bath
- comb your hair
- dress in a business-like manner
- pretend to be the employer. Look in the mirror and ask yourself if you will make a good impression on the employer.
- go alone
- arrive 10 minutes early
- take a few deep breaths

If you concentrate on the employer and what is being said during the interview, you won't have time to dwell on your nervousness and it will soon disappear.

- try to be relaxed
- be natural but business-like
- let the employer control the interview
- give brief but complete answers
- stress your good points
- look at the interviewer
- ask any questions arising from your research or from the interview
- ask the employer when the hiring decision will be made
- thank the employer for the interview

Having devoted so much effort to getting the interview and making a good impression, the natural conclusion is to follow-up by phone to see if the position has been filled. Only phone after the date indicated by the employer - and only phone once.

INTERVIEW HANDOUT

HOW EMPLOYERS RATE APPLICANTS

INTERVIEWER'S NOTES:

Position Applied For									
APPEARANCE	UNTIDY, DISHEVELED, SLOPPY	OVERDRESSED OR CARELESS IN DRESS	GOOD APPEARANCE, GENERALLY TIDY	VERY NEAT, WELL-GROOMED & CAREFUL IN DRESS	TAKES EXTREME CARE IN APPEARANCE				
	1 2 3	4 5	6 7	8 9	10				out of 10
POISE	VERY NERVOUS AND FIDGETY	ILL AT EASE	SHOWS SUFFICIENT POISE	VERY RELAXED, WELL COMPOSED	ENTIRELY AT EASE AND SELF-POSSESSED				
	1 2 3	4 5	6 7	8 9	10				out of 10
EDUCATION	LACKS NECESSARY TRAINING, EDUCATION NOT RELATED TO JOB	FAIR EDUCATION	GOOD EDUCATIONAL BACKGROUND	WELL EDUCATED, CONTINUES TO READ AND STUDY	EXTENSIVE EDUCATION, DIRECTLY RELATED TO JOB				
	1 2 3	4 5	6 7	8 9	10				out of 10
NATURE	TIMID, COCKY, OVERBEARING, RUDE	QUICK-TEMPERED, IRRITATING, INDIFFERENT, OVERLY ANXIOUS TO PLEASE	INTERESTED, WELL-BALANCED	VERY CONFIDENT, SELF ASSURED & TACTFUL	ENTHUSIASTIC, WARM, EXCEPTIONALLY SELF-POSSESSED				
	1 2 3	4 5	6 7	8 9	10				out of 10
RESPONSIVENESS	WITHDRAWN, DULL	RESPONDS ONLY TO QUESTIONS ASKED, DOES NOT VOLUNTEER INFORMATION, EVASIVE	GOOD LISTENER, RESPONDS WELL	VERY ALERT, ATTENTIVE, ASKS INTELLIGENT QUESTIONS	UNUSUALLY KEEN, PERCEPTIVE, IMAGINATIVE				
	1 2 3	4 5	6 7	8 9	10				out of 10
EXPERIENCE	INSUFFICIENT EXPERIENCE, NEEDS CONSIDERABLE TRAINING	LIMITED EXPERIENCE, HAS SOME BACKGROUND BUT NOT RELATED TO THE JOB	ADEQUATE BACKGROUND AND EXPERIENCE FOR THE JOB	GOOD EXPERIENCE, VERY FAMILIAR WITH THE JOB	UNUSUALLY WELL QUALIFIED AND SUCCESSFUL				
	1 2 3	4 5	6 7	8 9	10				out of 10
JOB STABILITY	A JOB - HOPPER, UNRELIABLE, UNSTEADY	LITTLE EVIDENCE OF PAST SUCCESS, SHAKY BACKGROUND	GOOD JOB STABILITY	STICKS WITH A JOB, SHOWS GOOD RECORD OF GROWTH AND PROMOTION	OUTSTANDING PAST RECORD, UNUSUAL POTENTIAL FOR GROWTH				
	1 2 3	4 5	6 7	8 9	10				out of 10
TOTAL									out of 70

COMMENTS: SALARY DISCUSSED: \$ DATE AVAILABLE TO START:

INTERVIEW HANDOUT

COMMON INTERVIEW QUESTIONS

Anticipating the questions you may be asked is wise in that it forces you to clarify your thinking and prepare concise, well thought-out answers. Interviewers generally ask a combination of the following questions to determine your suitability to their organization:

1. Tell us about yourself.
2. Why are you interested in this position?
3. Why do you think you might like to work for our company?
4. What interests you about our position/product/service?
5. What is your understanding about the nature of the job under consideration?
6. What qualifications and experience do you have that makes you feel that you can do this job successfully?
7. What are your strong points? Weak points?
8. What would you say has been your proudest accomplishment so far?
9. What has been your greatest disappointment?
10. Do you have any future vocational plans?
11. Where do you see yourself in five, ten years from now?
12. How do you spend your spare time?
13. Do you like school? What courses do you like the most? The least? Why?
14. What jobs have you held? How were they obtained, and why did you leave?
15. What jobs have you enjoyed the most? The least? Why?
16. Do you prefer working with others or by yourself?
17. Are you available for shift work?
18. How about overtime?
19. Can you get references from previous employers?
20. Do you have any questions about the position?

QUESTIONS STUDENTS COULD ASK DURING AN INTERVIEW

1. Specific questions related to:
 - orientation and training
 - type of work and the duties and responsibilities
 - hours and location of the job
 - opportunities for advancement
 - company policy and procedures
2. One employer suggested that if you feel that everything has already been covered, a useful question might be, "Will I have the opportunity to learn any new machines or techniques in this position?" However, be careful how this is phrased. To say something like "Will I have to learn anything new?" sounds negative.
3. There is no hard or fast rule with respect to questions about money. Some employers will advise you to wait until the job is offered, whereas others say it is necessary to discuss salary at the interview. However, they add that you must be sure to word questions carefully so you don't leave the impression that money is the main reason you want the job.

INTERVIEW HANDOUT

QUESTIONS EMPLOYERS ASK ON REFERENCE CHECKS

COMPLETE THE FOLLOWING BEFORE HIRING:

REFERENCE CHECKS: (COMPLETE ALL 9 SECTIONS FOR TWO REFERENCES)	DATE COMPANY OR SCHOOL PERSON CONTACTED		DATE COMPANY OR SCHOOL PERSON CONTACTED	
	FROM	TO	FROM	TO
1. DATES EMPLOYED				
2. WHAT WERE HIS/HER DUTIES?				
3. WERE YOU SATISFIED WITH HIS/HER WORK?	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO
4. DID HE/SHE GET ALONG WITH OTHERS?	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO
5. WAS HE/SHE RELIABLE? CAPABLE? HONEST?	☐ YES ☐ NO ☐ YES ☐ NO ☐ YES ☐ NO	☐ YES ☐ NO ☐ YES ☐ NO ☐ YES ☐ NO	☐ YES ☐ NO ☐ YES ☐ NO ☐ YES ☐ NO	☐ YES ☐ NO ☐ YES ☐ NO ☐ YES ☐ NO
6. WHY DID HE/SHE LEAVE YOUR EMPLOY?				
7. WOULD YOU REHIRE?	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO
8. AREAS OF WEAKNESS				
9. COMMENTS: (EXPLAIN ANY "NO" ANSWERS)				

INTERVIEW HANDOUT

WHY APPLICANTS DON'T GET THE JOB

After going to the trouble of looking for a job, putting in an application, and sometimes going through the tense time of a job interview, many of us end up only to receive a "We regret to advise" letter in the mail. Many times it is a xeroxed letter, with no statement of how you blew it, if in fact you did. However, do not sit back and feel that the world is against you, or that the successful applicant was related to someone in Personnel. It is just possible that you were rejected because of some of the following reasons cited by employers. So, CHECK THEM OUT, CORRECT THEM, AND TRY AGAIN!

Could some of these statements describe you and your approach?

- Application is incomplete, sloppy, too lengthy, or was sent in late.
- Late for interview without good reason.
- Failure to express yourself clearly in a manner appropriate to the level of the position applied for.
- Indefinite responses to questions.
- Lack of tact, courtesy, and maturity; ill manners.
- Overbearing, aggressive, conceited, 'know-it-all'.
- Makes excuses. Hedges at unfavorable factors in records. Is evasive.
- Appears lazy, intolerant, and cynical.
- Does not display a sincere interest in the job/organization.
- Not willing to make appropriate time commitment to job.
- Indecision.
- Not able to demonstrate some knowledge about the job and/or organization.
- Places emphasis on whom you know.
- Condemnation of past employers.
- Overemphasis on money and not enough enthusiasm for the job.
- Lack of planning for a career - no purpose or goals.
- Failure to participate in extra-curricular activities.
- Unwilling to start at the bottom - expects too much, too soon.
- Failure to look the interviewer in the eye.
- A limp, fishy handshake.
- Loafs during vacations - no job or volunteer experience.
- Friction with parents.
- Poor handling of personal finances.
- No interest in community activities.
- Radical ideas.
- Failure to express appreciation of the interviewers' time.
- Asks no questions about the job.
- Indefinite response to questions or yes and no answers.

If any of these statements hits home with you, it could be the reason you were not successful in landing that job. Remember that competition for most jobs is now keen, and the extra effort invested in researching the organization, completing a neat and concise application form, and preparing for the interview could have a long-term pay-off.

INTERVIEW RECAP

- an interview is an exchange of information between the employer and applicant.
- this is where many jobs are lost.
- points to remember about interviews include
 - . always arrive early
 - . go alone
 - . make sure you and your clothes are neat and clean
 - . do not overdress
 - . do not chew gum, smoke or fidget
 - . follow the employer's lead
 - . maintain eye contact
 - . allow yourself sufficient time to avoid being rushed
 - . do not use rude language
 - . always respond in a positive manner
 - . avoid 'yes' and 'no' answers
 - . know what the company does
 - . anticipate the kinds of questions you will be asked and practice your answers

SUMMARY

- at an interview, you want to show that you are an enthusiastic, interested and dependable person.
- it is your qualifications that are being evaluated in an interview, not you.
- the handouts list the kinds of things employers look for, and the questions most frequently asked in interviews and on reference checks, some reasons why people don't get the job, and how to combat nervousness.

UNIT 7 - LEGISLATION

Unit Content

- Employment Standards
 - . minimum wage
 - . employment restrictions
 - . overtime
 - . referral to experts
- Individual's Rights Protection Act
 - . explaining the act
 - . kinds of discrimination
 - . referral to the Alberta Human Rights Commission

Grade Level Emphasis

- with grades 9/10, detail minimum wage and employment restrictions. Emphasize that minimum wage legislation does not apply to farm and domestic labour.
- with grades 10/11, detail minimum wage, employment restrictions, overtime and discrimination. Emphasize referral to experts.
- with grades 11/12, detail the complete unit. Emphasize trying to resolve problems with the employer before consulting the experts.

Notes

- the information in this section is both complex and sensitive. Handle it with good judgement. It will be covered in detail at the Job Search Information Service January training session and presenters will be expected to take extensive notes.
- as you may be short of time when you get to this unit, it is a good idea to keep your guide handy and use the recap to ensure that you don't inadvertently omit essential information.
- following the unit introduction (ie. "what is the minimum wage?"), distribute the handout, so students can refer to it as you cover the information.

- when stating the information, be sure to emphasize that there are exceptions and that the students should refer their problems to experts.
- note that work experience and work study programs taken as part of the school curriculum are under different legislation.
- expect lots of questions about the legislation. Be prepared to answer what the law says. If something has happened to an individual that appears to be at variance with the law, tell them to call the nearest Employment Standards office to check it out.
- charts are a helpful tool for presenting the Employment Standards legislation. These can be prepared posters, or if time allows, written on the blackboard.
- if a student asks how to handle a discriminatory question on an application form or an interview, consider that answering the question may provide the employer with information which could be used to the student's disadvantage. Refusing to answer the question or leaving it blank could jeopardize the student's chance of getting the job.
- explain to the student that if the question is illegal, they don't have to answer it. This refusal, however, may jeopardize their chances of getting the job. If the question is asked in an interview situation, the student may try 'forcing' the interviewer to focus on job related qualifications. This can be done simply by asking for clarification of the question. (eg. "I'm not sure what you mean by that. Could you please clarify?") This tactic will often result in a re-worded question to which the student can respond, maintaining a focus on job-related qualities.
- in other situations the decision on how to respond will rest with the student. The basic questions the students must ask themselves are "How badly do I want this job?" and "What information or behavior is most likely to work to my advantage?"

LEGISLATION INFORMATION

- what is the Minimum Wage?
- there are actually three minimum wages.
- as of May 1, 1981, under Employment Standards legislation:
 - . employees 18 years of age or older are entitled to at least \$3.80 an hour
 - . employees under 18 years of age and not attending school are entitled to at least \$3.65 an hour (includes students who are out of school for the summer)
 - . students under 18 years of age and attending school are entitled to at least \$3.30 an hour
- farm workers and domestic labour (eg. babysitting, lawn mowing) are not covered under the minimum wage regulations.
- however, farm labourers and domestics other than babysitters are covered under the Employment Standards Act for wage recovery and notice of termination.
- wage recovery is the wage rate agreed to by the employer and the farm labourer or domestic.
- it is smart to negotiate the wage rate with the employer before you start working on a farm or in someone's home. Also check if room and board is included, or if the employer expects to deduct it from your pay.

GRADE

9/10

[and while we are talking about pay, what's the difference between gross and net pay?

LEGISLATION INFORMATION

- GRADE 9/10
- Gross pay is the money you earn before deductions.
 - Net pay or take home pay is the money you receive after deductions such as income tax, unemployment insurance, etc.
 - legislation with respect to Employment Restrictions was enacted for the employee's protection.
 - adolescents are persons 12 years old and under 15 years old. They may be employed in any of the following occupations:
 - . delivery person of small wares for retail stores
 - . clerk or messenger in an office
 - . clerk in a retail store
 - . delivery person of handbills or flyers
 - adolescents are not allowed to be employed between 9:00 p.m. and the following 6:00 a.m.
 - adolescents may not be employed without written consent from their parents or guardians.
 - young persons are those persons 15 years old and under 18 years old.
 - young persons employed between 9:00 p.m. and 12:00 midnight in business establishments such as service stations, grocery stores, food outlets, restaurants, motels and hotels must be under the supervision of one or more adults, but cannot be employed in these businesses between 12:00 midnight and 6:00 a.m.
 - young persons can be employed between 12:00 midnight and 6:00 a.m. in establishments such as hospitals, manufacturing plants, refineries, pulp mills, and nursing homes, but must be in the continuous presence of one or more adults and the employer must have the written permission of their parent or guardian.

LEGISLATION INFORMATION

- why the difference?
- the types of businesses for the two sections under young persons are different. Grocery stores and service stations serve the public, while pulp mills and hospitals do not. Due to problems such as robberies, young persons cannot work after midnight in businesses that serve the public.
- Overtime is payable if you work over eight hours a day or forty-four hours a week, whichever is greater.
- overtime shall be paid at a rate not less than one and one-half times the regular wage.
- again, there are exceptions. For example:
 - . trucking regulation - provides 10 hour/day, 50 hour/week
 - . taxi and ambulance industry - provides 10 hour/day, 60 hour/week
 - . salesperson could be exempted from hours of work
- take the example of a person who works seven hours for six days per week. They only work 42 hours so they don't get overtime, and they didn't work over eight hours a day.

S	M	T	W	T	F	S	TOTALS	REGULAR	OVERTIME
-	7	7	7	7	7	7	42	42	0
-	10	9	8	11	-	-	38	32	6

LEGISLATION INFORMATION

- under the legislation, hours of work in excess of 8 in a day, and 44 in a week, constitutes overtime. Many employers have established more favourable hours of work conditions such as a 40 hour work week.
- if you have a problem be sure to get your facts straight. Then discuss it with your employer. Be tactful and diplomatic. Be fair to them just as you expect the employer to be fair with you.
- if the problem continues, or you need more information, talk to the people at the closest Employment Standards Office listed on the handout.
- the purpose of the INDIVIDUAL'S RIGHTS PROTECTION ACT is to promote equal employment opportunities.
- the Act prohibits Discrimination on the grounds of:
 - . race
 - . age (45-65 years only)
 - . colour
 - . ancestry
 - . religious beliefs
 - . place of origin
 - . sex
 - . marital status
 - . physical characteristics
- as with employment standards, there are exceptions. Employers are sometimes allowed to specify a preference for a particular type of person if this preference is for reasons of safety or survival of the company (in legal jargon this is called 'business necessity'). In order to do this the company must get written permission from the Alberta Human Rights Commission.

LEGISLATION INFORMATION

- the Act still allows the employer to hire the person most capable of performing the job.
- the law is there to protect the student from discriminatory employment practices when and if the student needs it.
- be aware that domestics employed in private homes are not covered by this legislation (eg. babysitters).
- if there are any problems, get the facts straight because there are exceptions. First, talk to your employer. If the problem still exists, or you need more information, talk to one of the staff at the Alberta Human Rights Commission. The addresses and telephone numbers are also listed on the handout.

SUMMARY

- this legislation was written with the individual's rights and protection in mind. The onus is on you to know what these rights are.
- it's a good idea for you to:
 - . know the minimum wage that applies to you
 - . know your wage rate before you start working
 - . keep a record of your daily working hours
 - . try to get a pay slip that shows hours worked, rate of pay, and the deductions



LABOUR
Employment Standards

LEGISLATION HANDOUT

EMPLOYMENT STANDARDS IN ALBERTA

This is prepared only as a guide to consolidated information which is applicable to students. If you have any questions, for the most up-to-date information, please contact your nearest office listed on the bottom of this page.

Minimum wage

As of May 1, 1981:

- students under 18 years of age and attending school are entitled to at least \$3.30 an hour.
- employees under 18 years of age and not attending school are entitled to at least \$3.65 an hour (includes students who are out of school for the summer).
- employees 18 years of age or older are entitled to at least \$3.80 an hour.

Note: Farm workers and domestic labour are not covered under the minimum wage regulations.

Employment Restrictions

Adolescents

Adolescents are persons 12 years old and under 15 years old. They may be employed in any of the following occupations:

- delivery person of small wares for retail stores.
- clerk or messenger in an office.
- clerk in a retail store.
- delivery person of handbills or flyers.

Adolescents are not allowed to be employed between 9:00 P.M. and the following 6:00 A.M.

Young Persons

Young persons are those persons 15 years old and under 18 years old.

Young persons employed between 9:00 P.M. and 12:00 midnight in business establishments such as service stations, grocery stores, food outlets, restaurants, motels and hotels must be under the supervision of one or more adults, but cannot be employed in these businesses between 12:00 midnight and 6:00 A.M.

Young persons can be employed between 12:00 midnight and 6:00 A.M., except in establishments such as service stations, grocery stores, food outlets, restaurants, motels and hotels, but must be in the company of one or more adults and the employers must have the written permission of their parent or guardian.

Overtime

Overtime is payable if you work over eight hours a day or forty-four hours a week, whichever is greater.

Overtime shall be paid at a rate not less than one and one-half times the regular wage.

Again, there are exceptions.

Call The Experts

If you have a problem - be sure to get your facts straight. Then discuss it with your employer, but don't complain. Be fair to them just as you expect them to be fair to you.

If the problem continues, or you need more information, talk to the people at the closest Employment Standards Office listed below:

Calgary	- Deerfoot Junction - Tower 3 Rm. 1000, 1012 - 31 Avenue N.E. Calgary, Alberta T2E 7S9 Ph: 262-1003	Lethbridge	- #377 Government Centre 208 - 5 Avenue S. P.O. Box 314 Lethbridge, Alberta T1K 0H5 Ph: 324-8447
Edmonton	- #403, 10339 - 124 Street Edmonton, Alberta T6N 2A1 Ph: 427-3731	Medicine Hat	- #317, 770 - 6 Street S.W. Medicine Hat, Alberta T1A 4J6 Ph: 836-3824
Edson	- 5041 - 1 Avenue Grand Trunk Shopping Centre P.O. Box 1698 Edson, Alberta T0E 0P0 Ph: 722-3841	Red Deer	- P.O. Box 5002 2nd Floor, Provincial Building Red Deer, Alberta T4N 5Y5 Ph: 343-5153
Grande Prairie	- #3501, Provincial Building 10320 - 99 Street Grande Prairie, Alberta T6V 0M1 Ph: 439-0003	St. Paul	- #407, 5025 - 49 Avenue St. Paul, Alberta T0A 3A0 Ph: 448-4440 ext. 242

HUMAN RIGHTS

LEGISLATION HANDOUT

The Individual's Rights Protection Act

One of the main purposes of the Act is to promote equal employment opportunities. If you can do the job, you should not be discriminated against.

The Act still allows the employer to hire the person most capable of performing the job.

The law is there to protect a person from discriminatory employment practices when and if the person needs it.

Be aware the domestics employed in private homes are not covered by the Human Rights legislation (ie. babysitters).

Kinds of Discrimination

The Act prohibits discrimination on the grounds of:

- | | |
|----------------------------|--------------------------|
| - race | - ancestry |
| - colour | - place of origin |
| - religious beliefs | - age (45-65 years only) |
| - sex | - Marital status |
| - physical characteristics | |

Referral To The Commission

If there are any problems, get the facts straight. First, talk to your employer. If the problem still exists, or you need more information, talk to one of the staff at the Alberta Human Rights Commission.

If you have a concern, or wish more information, contact the:

Alberta Human Rights Commission
1253 Ford Tower
633 - 6 Avenue S.W.
Calgary, Alberta
T2P 2Y5
Telephone - 261-6571

Alberta Human Rights Commission
501, Edwards Professional Centre
10053 111 Street
Edmonton, Alberta
T5K 2H8
Telephone: 427-7661

Minimum Wage

- as of May 1, 1981
 - . employees 13 years of age or older are entitled to at least \$3.80 an hour
 - . employees under 18 years of age and not attending school are entitled to at least \$3.65 an hour (includes students who are out of school for the summer)
 - . students under 18 years of age and attending school are entitled to at least \$3.30 an hour
- farm workers and domestic labour (eg. babysitting, lawn mowing) are not covered under the minimum wage regulations.
- however, farm labourers and domestics other than babysitters are covered under the Employment Standards Act for wage recovery and notice of termination.
- wage recovery is the wage rate agreed to by the employer and the farm labourer or domestic.

Employment Restrictions

- enacted for the employee's protection
- adolescents are persons 12 years old and under 15 years old.
They may be employed in any of the following occupations:
 - . delivery person of small wares for retail stores
 - . clerk or messenger in an office
 - . clerk in a retail store
 - . delivery person of handbills or flyers
- adolescents are not allowed to be employed between 9:00 p.m. and the following 6:00 a.m.
- adolescents may not be employed without written consent from their parents or guardians.

LEGISLATION RECAP

- young persons are those persons 15 years old and under 18 years old.
- young persons employed between 9:00 p.m and 12:00 midnight in business establishments such as service stations, grocery stores, food outlets, restaurants, motels and hotels must be under the supervision of one or more adults, but cannot be employed in these businesses between 12:00 midnight and 6:00 a.m. (ie. businesses that serve the public).
- young persons can be employed between 12:00 midnight and 6:00 a.m. in establishments such as hospitals, manufacturing plants, refineries, pulp mills, and nursing homes, but must be in the continuous presence of one or more adults and the employer must have the written permission of their parent or guardian.

Overtime

- overtime is payable if you work over eight hours a day or forty-four hours a week, whichever is greater.
- overtime shall be paid at a rate not less than one and one-half times the regular wage.

Problems

- if there are any problems, get your facts straight then discuss the problem with your employer.
- if the problem continues, or you need more information, talk to the people at the closest Employment Standards Office listed on the handout.

Individual's Rights Protection Act

- the purpose of the Act is to promote equal employment opportunities.

LEGISLATION RECAP

- the Act still allows the employer to hire the person most capable of performing the job.
- the law is there to protect the student from discriminatory employment practices when and if the student needs it.
- domestics employed in private homes are not covered by this legislation (eg. babysitters).
- the Act prohibits discrimination on the grounds of:
 - . race
 - . age (45-65 only)
 - . colour
 - . ancestry
 - . religious beliefs
 - . place of origin
 - . sex
 - . marital status
 - . physical appearance
- exceptions can occur when a company has written permission from the Alberta Human Rights Commission.
- if there are any problems, get the facts straight because there are exceptions. First, talk to your employer. If the problem still exists, or you need more information, talk to one of the staff at the Alberta Human Rights Commission (address and telephone number listed on the handout).

SUMMARY

- the onus is on the individual to know what his/her rights are
- it's a good idea to:
 - . know the minimum wage that applies to you
 - . know your wage rate before you start working
 - . keep a record of your daily working hours
 - . try to get a pay slip that shows hours worked, rate of pay and the deductions

UNIT 8 - EMPLOYER EXPECTATIONS

Unit Content

- general tips

Grade Level Emphasis

- with grades 9/10, emphasize being conscientious and enthusiastic, and doing what you are told.
- with grades 10/11, emphasize living up to the image presented to the employer through the application form, resume and interview.
- with grades 11/12, emphasize being aware of company policies, and that expectations for performance on the job can be different from those experienced during their school years.

Notes

- this section may be used to quickly review the main themes of the presentation (ie. the same things that got the students the job will help them keep it).
- rather than lecturing, this is a good place for students to share their knowledge. Much of this is common sense and almost all points the students will bring up will probably be correct.
- ask the class "What makes a good employee?" or "How do you keep the job?"
- suggest that the students look at themselves from an employer's viewpoint. (ie. "You are paying me to do a job. What would you look for? What do you expect? What should I do to keep the job? Well, when on any job - ask yourself if you are doing these things.")
- the more experienced students may be able to contribute examples of things they didn't realize when they first started work. If the rest of the class laughs at them, take them off the hook by giving a silly example you can attribute to yourself.
- the information and recap are on the same page.

EMPLOYER EXPECTATIONS INFORMATION AND RECAP

- when you accept a job, you accept the responsibilities that go along with it. It is a commitment for a certain kind of work and a certain amount of time.
- what are some of the things an employer expects from you once you're on the job?
- as an employee you are a representative of the company.
- dress and act appropriately on the job.
- punctuality: be at work on time. If you are delayed, phone and tell the employer. Leave on time - or later.
- come in early or stay late if required.
- treat coffee breaks as a privilege, and do not extend them.
- work 60 minutes in every hour. Limit personal phone calls and visits.
- let the employer know well in advance about any time off you need to fulfill other important commitments. Be reasonable about how much time off you take. Most summer jobs do not allow for 'mental health' days.
- follow instructions. If something is not understood, ask the supervisor or a fellow worker for clarification.
- listen to and accept advice when it is given to you.

EMPLOYER EXPECTATIONS AND INFORMATION RECAP

- discuss problems with the supervisor, not everyone else on staff.
- do the work you were hired to do. Neatness and quality of work is important to the employer.
- be enthusiastic and willing to learn.
- show initiative. If there is nothing to do, volunteer your help to co-workers.
- get along with the people you work with. More people quit or are fired from a job not because they can't do the work, but because they can't get along with their fellow workers.
- always be courteous to everyone, and don't gossip.
- think before you act. Don't let your enthusiasm endanger yourself or other employees.
- maintain a positive attitude toward the employer and the work.
- if you lack experience, your personality, appearance and attitudes will be very important in both getting and keeping the job.
- REMEMBER: employers spend time and money training staff. Be sure their investment in you pays off. Be dependable and enthusiastic.

***Ending
The
Presentation***

III. ENDING THE PRESENTATION

Time permitting, you'll want to quickly review what has been discussed. Following is a summary used last year that can be adapted to fit any presentation.

"We've taken a very brief look at the job search process and we've seen the importance of:

First Impressions

- the way you present yourself, whether it's in person, on paper or over the telephone.

Being Prepared

- for employer canvassing, filling out an application form or going for an interview.
- by knowing what you want, what a company has to offer you, and what you have to offer the company.

Positive Attitude

- employers like to know that you want to work.
- you show that you care about a job through your enthusiasm, initiative and your attitude.

Realistic Expectations

- the economy is going to make the job market very tight, so there'll be a lot of competition for fewer jobs.
- you may not get the job you want or the wage you want, but remember that every job gives you more experience for the next one.

If a job doesn't come along, think about starting your own business or learning a new skill; take a first aid course, get your bronze medallion, do volunteer work, anything that will give you experience; anything that will help you learn about yourself and show that you can take responsibility.

Good Luck!!!!"

An alternative is to modify the following article to fit your presentation.

IS IT JUST LUCK?

Have you ever wondered what makes employers select one candidate over another, or what process they use in the selection of an employee?

The employer's initial contact with the potential candidate is via application forms, resumes, and covering letters. If these are incomplete, undeveloped, sloppy, and/or rambling, they will surely be eliminated. From the applications that are left, the employer will select candidates for the interview. Remember — it is only on pieces of paper that you can first sell yourself.

So do your research before you apply! Your knowledge of the specific job and the employer is crucial. Your method of presentation will indicate whether you know if the job is right for you.

Most employers welcome inquiries about the position being advertised. While making personal contact can assist you, it is not the time to talk about your qualifications or to deliver your case. Present yourself only for the reason of finding out more about the specific job and the organization.

In the final step of the selection process — the interview — the employer will be looking for a candidate with the best overall qualifications.

It is, therefore, critical that you have thought through your answers to potential questions before the interview. The more prepared you are for the job interview, the more comfortable and relaxed you will be and the more able to present yourself in the best way.

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Following the summary, if applicable, distribute presentation assessment forms to the students. Explain that their comments will give you an idea of how well you are doing your job and how you can improve the presentation. For example, you could say, "I'm not very good with statistics; the comments you write mean more to me than the numbers you circle".

Remind the students that handouts are on the front table. Invite them to take those they want.

As the class prepares to leave, ask them to drop off the assessment forms and any handouts they do not wish to keep on the front table.

Staple together and label the assessments. This will keep them separate from other classes.

Try to speak to the teacher when the students are filling out the assessment form or after the presentation. Often the best comments and feedback will come from him/her immediately after the presentation. Record any comments made additional to those on the teacher evaluation form on the back of that form.

When leaving, give the teacher your business card. Encourage him/her to contact you if they have any questions or comments, or if you can be of further assistance. Thank the teacher for taking time to watch the presentation, help with the mock interview, and/or for providing criticism and evaluation as is appropriate.

Complete your reports right after the presentation when the details are fresh in your mind. Don't forget to record your expenses and travel time for the trip on your travel expense sheet and booking report.

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